

### What is Pupil Premium?

The Pupil Premium is additional funding for publicly funded schools in England. It is designed to help disadvantaged children of all abilities perform better, and close the gap between them and their peers.

### *Children eligible for Pupil Premium include:*

- Children who are in the care of the local authority (known as Looked after Children)
- Children adopted from care on or after 30 December 2005 or left care under
  - a Special Guardianship Order on or after 30 December 2005
  - a Residence Order on or after 14 October 1991
- Children whose family qualify for, or have qualified for in the past six years, free school meals by household income.
- Children of armed services personnel.

### Pupil Premium at Tuxford Primary Academy

Tuxford Primary Academy is determined that **all** children are given the best possible chance to achieve to the very best of their ability and to 'be the best they can be' through the highest standards of Quality First Teaching, focussed support, access to a broad, balanced, engaging and knowledge rich curriculum, curriculum enrichment and pastoral care.

We strive to reduce barriers to learning and have high expectations of all of our children. Every adult in school is aware of the need to diminish the difference.

Tuxford Primary Academy considers the best ways to allocate Pupil Premium money annually following rigorous data analysis, careful consideration of the needs of our children and use of the EEF Teaching and Learning Toolkit. The strategies that the academy has chosen to address the barriers to learning are designed to support **all** children to achieve academically and develop emotionally and to benefit from the opportunities provided to them.

# Pupil premium strategy

| 1. Summary information |                         |                                  |         |  |          |
|------------------------|-------------------------|----------------------------------|---------|--|----------|
| School                 | Tuxford Primary Academy |                                  |         |  |          |
| Academic Year          | 2020/21                 | Total PP budget                  | £69,940 | Date of most recent PP Review                  |          |
| Total number of pupils | 293                     | Number of pupils eligible for PP | 67      | Date for next internal review of this strategy | Jan 2021 |

| 2. Current attainment  |   |  |
|--|---|--|
|  | <i>Pupils eligible for PP (your school)</i> | <i>Pupils not eligible for PP (national average)</i> |
| % achieving expected standard or above in reading, writing & maths | No statutory data due to COVID-19           |  |
| Average progress score in reading                                  |   |  |
| Average progress score in writing                                  |   |  |
| Average progress score in mathematics                              |   |  |

| 3. Barriers to future attainment (for pupils eligible for PP)   |  |
|---|--|
| <b>Academic barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )                       |  |
| A.  | Poor communication and language skills – a significant group of pupils enter EYFS with poor speech.  |
| B.  | Poor comprehension and reading speed   |
| C.  | Low technical and specific vocabulary knowledge and understanding  |
| D.  | Children being ‘ready to learn’ – Children (and families) being in a secure place socially, mentally and emotionally. Low self-esteem is also a barrier in some cases. |
| <b>Additional barriers</b> ( <i>including issues which also require action outside school, such as low attendance rates</i> ) |  |
| E.  | Limited life experiences outside that of their immediate locality (especially cultural) and therefore lack of more general knowledge.                                  |
| F.  | A lack of regular routines and parental engagement in their child’s education including home reading, homework and having the correct equipment in school, e.g. PE Kit |

| 4. Intended outcomes ( <i>specific outcomes and how they will be measured</i> ) |   | Success criteria  |
|---|---|---|
| A.  | Diminish the difference in attainment in reading, writing and maths between PP children (school) and children not eligible for PP children nationally | Attainment gap between PP (school) and children not eligible for PP (national) closes |
| B.  | Increase the progress scores for PP children in reading, writing and maths  | Progress scores for PP children increase and they are closer to national              |

#### 5. Review of expenditure

Previous Academic Year 2019/20

##### i. Quality of teaching for all

| Action   | Intended outcome   | Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate). | Lessons learned (and whether you will continue with this approach)   | Cost    |
|--|--|--|--|---------|
| <b>Develop Early Language teaching</b><br>To include:<br>-Additional deployment of staff to Early Years for C&L interventions<br>-Embedding early communication strategies | Improve % of children leaving EYFS at Nursery & Reception attaining ARE in C&L | EExAT data up to March suggested a greater % of children were on track to attain ARE in C&L at the end of F2         | Need more opportunities to develop C&L within EYFS. Audit opportunities within EYFS & enhance provision.<br><br>Au | £29,300 |

|  |  |  |   |                    |
|--|--|--|---|--------------------|
| <p><b>Review effective use of feedback</b></p> <p>To include:</p> <ul style="list-style-type: none"> <li>-Use of core assessments</li> <li>-Use of EExAT</li> <li>-Parent Portal</li> <li>-Assessment of SEND</li> <li>-Development of feedback policy</li> <li>-JPD</li> </ul>      | <p>Increase the progress scores for PP children in reading, writing and maths through highly effective and responsive teaching matched to need</p> | <p>Through JPD, staff were trialing different strategies for effective feedback.</p>   | <p>This project was not completed due to COVID-19</p>                                       |                    |
| <p><b>Develop reading comprehension strategies</b></p>   | <p>Improve progress and attainment of</p>  | <p>STAR Reader outcomes for March 2020 for showed significant improvements for PP children within</p>  | <p>This approach now needs to be implemented in KS1</p>                                     |                    |
| <p><b>Develop our curriculum</b></p> <p>To include:</p> <ul style="list-style-type: none"> <li>-Review &amp; refining all subjects to ensure the curriculum is aspirational and inspirational and that there is a clarity and cohesion to what is to be taught and learnt</li> </ul> | <p>Increase the progress scores for PP children in reading, writing and maths</p>  | <p>Knowledge rich curriculums were implemented for all subjects.</p>   | <p>The impact of this was not evident due to COVID-19</p>                                   |                    |
| <p><b>ii. Targeted support</b></p>   |  |  |   |                    |
| <p><b>Action</b></p>   | <p><b>Intended outcome</b></p>   | <p><b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).</p>   | <p><b>Lessons learned</b> (and whether you will continue with this approach)</p>            | <p><b>Cost</b></p> |
| <p><b>Ensure early identification of need in EYFS</b></p>  | <p>Children are accessing the necessary support and intervention from the earliest possible time</p>   | <p>The use of EExAT has allowed staff to identify children not meeting milestones more effectively. Support was therefore accessed at an early stage in a child's development.</p> | <p>EExAT is useful tool to track children's development and we will continue to use it.</p> | <p>£15,500</p>     |

| <b>Targeted academic support</b>                         | Diminish the difference in attainment gaps between pp / non pp children in reading, writing and maths  | No statutory data due to COVID-19. In 2020, 80% of FSM6 achieved the expected standard in RWM compared to 62.5% in 2019 and 65.6% non FSM6 in 2020. 12.6% more children made expected progress from KS1 to KS2 in reading.     | The impact of this was not evident due to COVID-19                          |             |
|--|--|--|---|-------------|
| <b>iii. Other approaches</b>                             |  |  |   |             |
| <b>Action</b>  | <b>Intended outcome</b>  | <b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).  | <b>Lessons learned</b> (and whether you will continue with this approach)   | <b>Cost</b> |
| <b>Empower parents to support their child's learning</b> | Parents feel empowered to support their child's learning.<br><br>Parents understand what their child is learning and how they can support them with this.                    | School wide introduction of Class Dojo and home learning provided during COVID Lockdown enabled parents to gain a better understanding of the expectation of their child's learning and how they could support them with this. | Continue to use Class Dojo to enable effective communications with parents. | £2000       |
| <b>Access to Family Support Worker/Specialist TA</b>     | Support is provided for families and children's social, emotional and health needs through Family Support, School Counsellor and pastoral care. Early signposting to support | A significant reduction in persistent lates with PP children in the Spring term.<br><br>Children supported with their emotional well-being   | Continuing to employ parents support advisor and specialist TA.             | £18,520     |

|                         |  |   |   |        |
|-------------------------|--|---|---|--------|
|                         | services is effective.   |   |   |        |
| <b>Enrichment offer</b> | Children are provided with equal opportunities to enrichment experiences | Children were able to access a variety of sporting and creative opportunities in the Autumn & Spring term.<br><br>Due to COVID-19, some opportunities did not take place. | Enrichment offers improve confidence and self-esteem and will be continue to be provided. | £1,230 |

## 6. Planned expenditure

|                      |                    |
|----------------------|--------------------|
| <b>Academic year</b> | <b>2020 - 2021</b> |
|----------------------|--------------------|

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

### i. Quality of teaching for all

| <b>Action</b>   | <b>Intended outcome</b>   | <b>What is the evidence and rationale for this choice?</b>   | <b>How will you ensure it is implemented well?</b>                          | <b>Staff lead</b> | <b>When will you review implementation?</b>   |
|---|---|--|---|-------------------|---|
| <b>Develop Early Language teaching</b><br>To include:<br>-Developing the inside and outside environment<br>-Developing mark making<br>-Work with parents to ensure they have clarity about how best to support their children with language | Improve % of children leaving EYFS at Nursery & Reception attaining ARE in reading, writing & C&L<br>Improve gross and fine motor skills. | Evidence suggests that early years and pre-school interventions have a positive impact, delivering an average of around five additional months' progress.<br>Our baseline indicates that a large proportion of our children start school significantly below age typical, particularly in C&L, reading | QA<br>Use of EExAT  | NAM               | Termly<br>-10.12.20<br>-10.04.21<br>-10.07.21 |
| <b>To have an effective tracking system for PP</b><br>To include:<br>- Gap analysis, interventions & review   | Increase the progress of PP children in REA, WRI & Maths, through highly responsive teaching matched to need.                             | PiXL allows for easy identification and tracking of PP pupils.<br>Effective tracking impacts on learning.  | QA<br>Data Discussion meetings<br>Achievement Team<br>Therapy Review<br>RSL | RC                | Termly<br>-10.12.20<br>-10.04.21<br>-10.07.21 |

| <p><b>Develop early reading strategies in KS1</b></p> <p>To include:</p> <ul style="list-style-type: none"> <li>-CPD on Early Reading</li> <li>-Effective use of Star Reader data to inform teaching</li> <li>-Investment in high quality books to support reading at home</li> <li>-Additional deployment of TAs to support reading</li> </ul> | <p>Improve progress and attainment of PP children in reading at KS1</p>                                      | <p>On average, reading ages increase by an additional six months' progress.</p>   | <p>Pupil Outcomes<br/>QA</p>   | <p>ST/CJ</p>                   | <p>Termly<br/>-10.12.20<br/>-10.04.21<br/>-10.07.21</p> |
|---|--|---|--|--------------------------------|---|
| <p><b>Embed our curriculum</b></p> <p>To include:</p> <ul style="list-style-type: none"> <li>-that curriculum delivery is challenging and there is a clarity &amp; cohesion</li> </ul>  | <p>Increase the progress scores for PP children in reading, writing and maths</p>                            | <p>Children at TPA need to be exposed to the highest possible standard of curriculum so that they have a secure basis of knowledge needed to be active and educated world citizens.</p> | <p>Pupil Voice<br/>Review of curriculum planning<br/>Book Looks<br/>JPD<br/>Progress of children</p> | <p>ST &amp; subject leads</p>  | <p>Termly<br/>-10.12.20<br/>-10.04.21<br/>-10.07.21</p> |
| <b>Total budgeted cost</b>  |  |   |  |                                | £7950   |
| <b>ii. Targeted support</b>   |  |   |  |                                |   |
| <b>Action</b>   | <b>Intended outcome</b>  | <b>What is the evidence and rationale for this choice?</b>  | <b>How will you ensure it is implemented well?</b>   | <b>Staff lead</b>              | <b>When will you review implementation?</b>             |
| <p><b>Targeted academic support</b></p> <p>To include:</p> <ul style="list-style-type: none"> <li>-Identification of PP children not making expected progress</li> <li>- Staff to deliver therapies using effective knowledge of data</li> <li>- Third Space Maths support for Y6 PP</li> </ul>   | <p>Diminish the difference in attainment gaps between pp / non pp children in reading, writing and maths</p> | <p>Attainment gap is not closing quickly or consistently enough</p>   | <p>Timetabling of support staff and interventions</p>  | <p>Key Stage leads<br/>RSL</p> | <p>Termly<br/>-10.12.20<br/>-10.04.21<br/>-10.07.21</p> |
| <b>Total budgeted cost</b>  |  |   |  |                                | £3210   |
| <b>iii. Other approaches</b>  |  |   |  |                                |   |

| Action   | Intended outcome   | What is the evidence and rationale for this choice?  | How will you ensure it is implemented well?  | Staff lead | When will you review implementation?                             |
|--|--|--|--|------------|--|
| <p><b>Empower parents to support their child's learning</b></p> <p>To include:</p> <ul style="list-style-type: none"> <li>- support to parents with online learning in event of another COVID-19 Lockdown</li> <li>-Use of ClassDojo</li> <li>-Introduction of the Parent Portal on EExAT</li> </ul> | <p>Parents feel empowered to support their child's learning.</p> <p>Parents understand what their child is learning and how they can support them with this.</p>   | <p>Parental engagement is consistently associated with pupils' success at school.</p> <p>Currently, there is a general lack of parent support with learning at home</p>  | <p>Tracking of number of PP parents engaging</p> <p>Parent feedback</p>                                | MH/JW/MW   | <p>Termly</p> <p>-10.12.20</p> <p>-10.04.21</p> <p>-10.07.21</p> |
| <p><b>Access to Family Support Worker/Specialist TA</b></p> <ul style="list-style-type: none"> <li>- Monitor attendance</li> <li>- TA trained in Emotional Literacy Support</li> <li>- Information provided to parents</li> <li>- Access to play Therapy</li> </ul>                                  | <p>Support is provided for families and children's social, emotional and health needs through Family Support, School Counsellor and pastoral care. Early signposting to support services is effective.</p> | <p>A proportion of our PP children experience SEMH difficulties. Early identification allows families to access the necessary support and intervention in order to provide home environments conducive to happy, healthy lives and learning.</p> | <p>Through agency feedback</p> <p>Through number of cases</p> <p>Through pupil and parent feedback</p> | MW         | <p>Termly</p> <p>-10.12.20</p> <p>-10.04.21</p> <p>-10.07.21</p> |
| <p><b>Enrichment offer</b></p> <p>To include:</p> <ul style="list-style-type: none"> <li>-Supporting the cost of enrichment opportunities</li> </ul>   | <p>Children are provided with equal opportunities to enrichment experiences</p>  | <p>Children have limited life experiences.</p>   | <p>Tracking of take up of PP children in enrichment offer</p>  | KH         | <p>Termly</p> <p>-10.12.20</p> <p>-10.04.21</p> <p>-10.07.21</p> |
| <b>Total budgeted cost</b>   |  |  |  |            | <b>£58780</b>  |
| <b>7. Additional detail</b>  |  |  |  |            |  |

