



Pupil Premium Strategy Statement:

Name of school: Towngate Primary Academy

1. Summary information					
School	Towngate Primary Academy				
Academic Year	2018-2019	Total PP budget	£63,230	Date of most recent PP Review	September, 2018
Total number of pupils	282	Number of pupils eligible for PP	41	Date for next internal review of this strategy	July, 2019

2. Current attainment at Early Years		
	<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 and maths	100%	74%
% making expected standard or above in reading	100%	80%
% making expected standard or above in writing	100%	76%
% making expected standard or above in maths	100%	82%
Current attainment at KS1		
	<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 and maths	56%	69%
% making expected standard or above in reading	78%	79%
% making expected standard or above in writing	56%	74%
% making expected standard or above in maths	67%	80%

Current attainment at KS2		
	<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 and maths	50%	70%
% making expected standard or above in reading	63%	80%
% making expected standard or above in writing	50%	83%
% making expected standard or above in maths	50%	81%

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Behaviour incidents and/or exclusion figures for children in receipt of pupil premium.
B.	Lower than expected levels of development on entry into the academy: particularly in mathematics and writing.
C.	Requirement of additional pastoral support and intervention to access the curriculum in order to achieve in line with peers.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance and Punctuality - the risk of a lower than average attendance as well as poor punctuality which has the potential to minimise the impact of regular high quality teaching.
E.	Emotional and Social factors – Some children experience complex home and school issues which have the potential to act as significant barriers to learning.
F.	Limited parental engagement and support for high aspirations – for a number of reasons, there may be potential for parents to not engage well with school. This could limit parental ability to support at home with activities such as homework and limit their aspirations for their child.

4. Desired Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>Behaviour incidents and/or exclusion figures for chn in receipt of pupil premium to reduce from 17/18.</p> <p><i>Autumn 2017:</i> 10.8% (5/46) of children in receipt of pupil premium received an exclusion in the autumn term – totalling 11.5 days.</p> <p><i>Spring 2018:</i> 4% (2/46) of children in receipt of pupil premium received an exclusion in the spring term – totalling 0.5 days.</p> <p><i>Summer 2018:</i> 2% (1/46) of children in receipt of pupil premium received an exclusion in the summer term – totalling 1.5 days.</p>	<p>Half termly data tracking of behaviour logs from the classroom, integris logs from lunchtime and exclusion file indicate a reduction in incidents involving chn in receipt of pupil premium.</p> <p>Overall whole school exclusion figure for 2018/2019 to reduce to 2%, with chn in receipt of pupil premium being in line with this.</p>

	<p>The desired outcome would be to reduce the whole school exclusion figure to 2% (previously 3%) with chn in receipt of pupil premium accounting for > 2% of the exclusion data. Reduction in the number of days chn are excluded to prevent loss of learning time.</p>	
<p>B.</p>	<p>Lower than expected levels of development on entry to the academy, including entry to Foundation Stage.</p> <p>Evidence from the EEF suggests when gaps are narrowed between disadvantaged pupils and their peers in the Early Years, this gap becomes manageable as pupils move through the years to the end of Primary School. Desired outcomes are for pupils in receipt of pupil premium to achieve GLD in EY aspects – including reading, writing and maths to be in line with peers.</p> <p>Desired outcome would ensure disadvantaged pupils would achieve in writing (EYFS) and maths so attainment is in line with reading; targeted intervention and CPD will be in place for support staff and teaching staff to ensure maximum impact of interventions.</p>	<p>Attainment data for pp chn to be in line with peers at the end of Foundation Stage.</p> <p>In year data for writing and maths to be in line with reading in EYFS, KS1 and LKS2.</p> <p>Impact of interventions to indicate progress has been made for pupils within an intervention to ensure they are in line or better than PAG target.</p>
<p>C.</p>	<p>Requirement of additional pastoral support and intervention to access the curriculum in order to achieve in line with peers.</p> <p>Performance of chn in receipt in pupil premium to be in line with their peers based on previous year's data (see breakdown below).</p> <p><u>EYFS:</u> (2 pupils) GLD: Cohort (73%) Pupil Premium (100%) R: Cohort (91%) Pupil Premium (100%) W: Cohort (75%) Pupil Premium (100%) M: Cohort (93%) Pupil Premium (100%)</p> <p><u>Year 1:</u> (7 pupils) R: Cohort (82%) Pupil Premium (57%) W: Cohort (80%) Pupil Premium (57%) M: Cohort (86%) Pupil Premium (57%)</p> <p><u>Year 2:</u> (9 pupils) R: Cohort (87%) Pupil Premium (78%) W: Cohort (79%) Pupil Premium (56%) M: Cohort (81%) Pupil Premium (67%)</p> <p><u>Year 3:</u> (12 pupils) R: Cohort (87%) Pupil Premium (67%) W: Cohort (74%) Pupil Premium (58%) M: Cohort (80%) Pupil Premium (75%)</p>	<p>Data tracking following half termly assessment input points indicates that chn in each cohort progress at least in line with their peers in reading, writing and maths.</p> <p>All leaders and class teachers to be aware of PAG targets and where pupils are at risk of not meeting these, intervention to be put swiftly in place, alongside development of QFWT through pupil progress meetings.</p> <p>Development of writing across the academy indicates that chn in each cohort achieve RWM combined by the end of the academic year.</p>

	<p><u>Year 4:</u> (4 pupils) R: Cohort (93%) Pupil Premium (75%) W: Cohort (85%) Pupil Premium (75%) M: Cohort (85%) Pupil Premium (75%)</p> <p><u>Year 5:</u> (3 pupils) R: Cohort (93%) Pupil Premium (67%) W: Cohort (83%) Pupil Premium (0%) M: Cohort (90%) Pupil Premium (33%)</p> <p><u>Year 6:</u> (8 pupils) R: Cohort (81%) Pupil Premium (63%) W: Cohort (81%) Pupil Premium (50%) M: Cohort (78%) Pupil Premium (50%)</p> <p>Attainment to be measured through rigorous pupil progress meetings across the academy on a half termly basis; pupils will be identified and provision put into place by class teachers. Any interventions will be inputted into target tracker. Attainment and in-year progress of this group will be measured during pupil progress meetings and actions for further progression identified and implemented.</p>	
<p>D.</p>	<p>Attendance and Punctuality - the risk of a lower than average attendance as well as poor punctuality which has the potential to minimise the impact of regular high quality teaching.</p> <p>Attendance for children in receipt of pupil premium rose from 92% to 94.22% during 2017-2018. The desired outcome is that with additional support and targeted actions by the Attendance and Behaviour Officer, the attendance for pupil premium chn will raise to the whole school target of 96%.</p> <p><u>2017/18</u> Whole School Attendance 96.22% Pupil Premium Attendance 94.22%</p> <p>Attendance to be measured with the Headteacher and Attendance and Behaviour Officer during weekly meeting to identify pupils who are at risk of a reduction in attendance.</p>	<p>Attendance to increase across the academy to the whole school target of 96%; chn in receipt of pupil premium to be in line with the whole school target of 96%</p>
<p>E.</p>	<p>Emotional and Social factors – Some children experience complex home and school issues which have the potential to act as significant barriers to learning.</p> <p>A high proportion of our pupil premium children are tracked for varied vulnerabilities; through targeted support, pupil premium attainment to demonstrate the impact of additional pastoral support to ensure all chn make expected or greater progress based on their PAG targets.</p>	<p>Individual tracking document highlights the bespoke support in place for chn who have vulnerabilities – including those who are also pupil premium.</p> <p>Tracking half termly reading / comprehension age in addition to arithmetic should indicate an improvement in attainment.</p>

<p>F.</p>	<p>Limited parental engagement and support for high aspirations – for a number of reasons, there may be potential for parents to not engage well with school. This could limit parental ability to support at home with activities such as homework and limit their aspirations for their child which could hinder pupils’ own feelings towards school and their own achievements and future goals.</p> <p>Parent / carers’ attendance in school – including parent information events / parents evenings / INSPIRE events to increase through increasing the range of workshops / open events on offer to parents. Develop parenting workshops 18/19 to focus on life skills.</p> <p>Increase the proportion of families supported by the learning mentor and attendance and behaviour officer from 17/18: 70 families and pupils; 36% of these being disadvantaged.</p>	<p>Attendance at celebration assemblies, class assemblies, showcases, INSPIRE events, coffee mornings, open mornings and parents evenings to increase through heightened promotion of events through Twitter feed, newsletters, posters, school website. Develop the use of ‘Primary futures’ to invite a range of visitors into school from varied work places.</p> <p>Parents to register interest in scholarship programmes / academy leadership to support their child in raising aspirations 18/19.</p>
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5. Planned expenditure					
Academic year	2018/2019				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Lower than expected levels of development on entry.	Additional in class support hours: Nursery Manager to spend afternoon sessions (2 hours x 5) working with small groups and focused on development of fine and gross motor skills to support language and communication development.	Evidence from the Early Years Toolkit indicates that early numeracy and communication and language approaches have a great impact on teaching and learning attainment. Of the two pupil premium chn in F2 17/18, both pupils achieved GLD.	Interventions will be tracked by SENCo and phase leaders half termly.	H Kimbley A Atkinson S Lockett	Half termly pupil progress meetings.
	Additional support staff hours across school.	Use of teaching assistants providing high quality feedback can add up to 8 months impact on learning according to the EEF toolkit for teaching and learning.	Subject leaders and phase leaders will ensure a comprehensive programme of CPD is in place for staff to ensure feedback and guided learning is effective.	Core subject leaders	Half termly pupil progress meetings.
	Additional booster sessions led by SLT members for identified children in Y2 and Y6.	One-to-one tuition took place in 17/18 with 6 pupils in Y6. 67% (4/6) of these pupils achieved RWM combined in KS2 SATs. 83% (5/6) achieved ARE in Reading; 100% in Grammar, 83% (5/6) in Maths and 83% (5/6) in writing.	Deputy Headteacher and Headteacher will identify pupils at risk of not attaining a minimum 100 scaled score based on PAG prediction of 98/99. Resources to be ordered and intervention organised for after school.	L Eke	Ongoing attainment tracking.

<p>Requirement of additional pastoral support and intervention to access the curriculum in order to achieve in line with peers.</p>	<p>Teaching Assistant staff to each be assigned to two pupil premium chn in the classroom; focus on building a positive working relationship, completing priority readers, supporting with homework and developing social and emotional welfare through regular talk and 'catch up' sessions. 10 minute daily catch up x 2 pupils.</p>	<p>Targeted support from Teaching Assistants 17/18 has indicated that of the 13 pupils assigned to a member of support staff for tracking and monitoring, 69% (9/13) pupils made either academic or social and emotional progress during the year. Of the remaining 4 pupils, 3 left the academy throughout the year; 1 is now being supported by the SENDCo and has a My Support Plan in place.</p>	<p>All staff will be informed of who their target children are during INSET on 3rd September, 2018.</p> <p>Support staff will have their target chn form part of their performance management targets; pupil progress meetings will ensure rigorous tracking is in place for all pupils.</p>	<p>A Berry L Eke</p> <p><u>Phase Leaders</u> A Atkinson S Lockett H Kimbley</p>	<p>Half termly pupil progress meetings.</p>
<p>Total budgeted cost</p>					<p>£15,819.50 Nursery Hours</p> <p>£116.30 per hour x20 (£2,326) SLT 1:1 provision</p> <p>£54,897.90 Teaching assistant pm hours</p> <p>Total Cost: £73,043.40 <i>Additional costings paid within school budget.</i></p>

ii. Targeted support					
Desired outcome	Chosen action/approach	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>Behaviour incidents and/or exclusion figures for children in receipt of pupil premium to reduce from 17/18.</p>	<p>Learning Mentor and Attendance and Behaviour Officer to identify pupils at risk of or have experienced exclusion from school.</p> <p>Targeted intervention (including Lego Therapy) to be put in place and impact on exclusion data to be monitored by the Learning Mentor and Attendance and Behaviour Officer on a half termly basis.</p> <p>Targeted playtime and lunchtime roles, routines and activities to be established. Additional clubs including lego therapy, cross stitch, colouring club, book club and library to target pupils.</p>	<p><i>Autumn 2017:</i> 10.8% (5/46) of children in receipt of pupil premium received an exclusion in the autumn term – totalling 11.5 days.</p> <p><i>Spring 2018:</i> 4% (2/46) of children in receipt of pupil premium received an exclusion in the spring term – totalling 0.5 days.</p> <p><i>Summer 2018:</i> 2% (1/46) of children in receipt of pupil premium received an exclusion in the summer term – totalling 1.5 days.</p> <p>Behaviour incidents have been reduced over the course of 17/18; in order to continue this work, the learning mentor and behaviour officer will put specific intervention in place and academy leaders will be developed and trained to support the play during academy 'free time'.</p>	<p>Directed time provided within timetables to ensure interventions groups for identified children are in place.</p> <p>Dedicated time for parents / carers to be invited into school and updated on progress of intervention and the impact on behavioural choices and incidents within school.</p> <p>Resources for behavioural interventions and playtime equipment to be audited in school and additional resources ordered if required.</p> <p>Regular meetings held between Attendance and Behaviour Officer, Deputy Headteacher and Headteacher to monitor behaviour incidents and actions swiftly put into place.</p>	<p>S Brown E Johnson</p> <p>S Pyrah S Brown E Johnson</p> <p>E Johnson L Eke A Berry</p> <p>E Johnson Teachers Support Staff</p>	<p>Half termly behaviour incident and exclusion report.</p> <p>Termly reviews</p>

<p>Emotional and Social factors – Some children experience complex home and school issues which have the potential to act as significant barriers to learning.</p>	<p>Learning Mentor deployed to work closely with targeted families identified through the academy vulnerable list – many of whom are also in receipt of pupil premium.</p> <p>Learning Mentor and Attendance and Behaviour Officer to develop a programme of workshops for parents throughout the academic year including opportunities to develop life skills e.g. cooking / budgeting.</p>	<p>The pastoral team has supported 30% of pupils and their families in 17/18. 16% of these are families of disadvantaged pupils.</p> <p>See impact document 17/18 for individual impact for disadvantaged children.</p> <p>Considerations for alternate ways to engage parents in school in addition to previously offered events and workshops – these have previously included writing courses and take up on these has been low. 6 parents attended these sessions in 17/18 therefore a key priority this year will be parental engagement.</p>	<p>Performance management to reflect welfare, attendance and parental engagement for disadvantaged pupils.</p> <p>Regular reviews of the Vulnerable list with the H, DH and learning mentor.</p> <p>Pupil voice to monitor the impact and effectiveness of interventions to support the welfare of identified pupils.</p> <p>Pastoral team performance management to include targets for raising parental engagement across the academy.</p> <p>Parent voice.</p> <p>OFSTED parent views.</p>	<p>S Brown E Johnson</p> <p>L Eke A Berry</p>	<p>Half termly update of the vulnerable list.</p> <p>Half termly Headteachers report to reflect number of sessions offered to parents and number of take-up places.</p> <p>Half termly subject leader monitoring time.</p>
<p>Total budgeted cost</p>					<p>£16,830 Attendance and Behaviour</p> <p>£22,649 Pastoral Officer</p> <p>Total cost £39,479</p> <p>Additional cost will be absorbed in school budget.</p>

iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Attendance and Punctuality - the risk of a lower than average attendance as well as poor punctuality which has the potential to minimise the impact of regular high quality teaching.	<p>Deployment of the Attendance and Behaviour Officer to monitor key individuals whose attendance drops below the Academy threshold.</p> <p>Families to be prosecuted for poor attendance.</p> <p>Development of Breakfast club – targeting chn who are at risk of poor attendance / lateness.</p> <p>Regular attendance updates for parents – half termly attendance available for all parents.</p> <p>Attendance to feature heavily on the weekly academy newsletter to highlight this is a key academy priority.</p>	<p><u>2017/2018</u> Attendance figures for pupils in receipt of pupil premium indicate:</p> <p><i>Whole school: 96.22%</i> <i>Pupil Premium: 94.22%</i></p> <p>Attendance data has improved from 92% the previous year to narrow the gap between non-pp and pp students.</p> <p>The above indicates the work of the Attendance and Behaviour Officer has been effective in driving attendance for both pp and non-pp students.</p>	<p>Weekly attendance review meetings held between the Attendance and Behaviour Officer, Learning Mentor and Headteacher to highlight and monitor pupil attendance to ensure swift action is taken.</p> <p>Attendance and Behaviour Officer to continue working closely with the EWO to issue fines for families failing to adhere to attendance boundaries in school. Targeted Breakfast club to offer exciting opportunities to engage pupils and parents to attend school at a slightly earlier time to ensure pupils are registered and begin lessons promptly.</p> <p>Parents of pupils whose attendance and/or punctuality to school is seen to be dropping to be invited into school for meetings with the Attendance and Behaviour Officer.</p> <p>Newsletter to be reorganised to allow for attendance celebration to take place.</p>	<p>E Johnson</p> <p>S Brown</p> <p>A Berry</p> <p>E Johnson</p>	<p>Weekly attendance review meetings.</p> <p>Weekly and half termly attendance reports.</p>
Limited parental engagement and support for high aspirations.	<p>Develop 'showcases' across the curriculum where parents are invited into school to see the achievements of their child and other pupils.</p> <p>Develop the use of Primary Futures to create a calendar of visitors into school to talk about reaching for goals / encouraging chn to consider their future paths and dreams.</p>	<p>To reduce the barrier between parents and school by offering a wider range of reasons and opportunities for parents to engage with the academy.</p> <p>To ensure all pupils have the opportunity to meet individuals who work in a range of different occupations which will, in turn, develop the future aspirations of our pupils; this will form a natural progression from Careers Week, 2017.</p>	<p>Twitter and Newsletters to share events and celebrate successes; ensure quality teaching in place for the end result and 'purpose' to be engaging for parents. Offer range of times to include all parents.</p> <p>Key Stage Leaders to organise events for their key stages; pupil voice to take place to draw upon the impact of this work. Parents invited in to see the outcome of this work and in turn, support their child through school.</p>	<p>All subject leaders.</p> <p>AA; SL; HK</p> <p>SBrown</p>	

	<p>Learning Mentor and Attendance and Behaviour Officer to develop a programme of workshops for parents throughout the academic year – including 'life skills' sessions: cooking, budgeting and eating healthily would help the most vulnerable parents – and benefit their children too. Develop range of 'real life' visits and include parents too.</p> <p>All subject leaders to create 'how to teach' booklets and invite parents into school to be shared.</p> <p>SLT member to undertake the post of G&T coordinator to ensure all pupils are challenged to achieve their very best.</p>	<p>Current workshops offered take up is low: 6 families attended the Wonderful Words workshop, 1/6 was a parent of a disadvantaged child. Offering workshops which draw upon life skills are familiarity for parents may engage further.</p> <p>Raise aspirations and attainment by providing support and guidance for parents/carers at home – reduce the requirement for parents to feel support is available for both home and school.</p> <p>To ensure pupils who are able to achieve at a higher standard are sufficiently challenged in all aspects of the curriculum.</p>	<p>Monitor numbers and target parents to ensure take up is higher than previous years. Newsletters and twitter to share the events calendar in school.</p> <p>PHSE monitoring calendar in place; pupil voice.</p> <p>Subject leader action plans to consist of how to teach booklets.</p> <p>Parent views for effectiveness within subject monitoring.</p> <p>Pupil progress meetings.</p>	<p>EJohnson</p> <p>SS</p> <p>All subject leaders</p> <p>SLockett</p>	
Total budgeted cost					Within school budget – equipment for life skills sessions.

6. Review of expenditure : see 17/18 evaluation.

Previous Academic Year		2017/2018		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	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

ii. Targeted support				
Desired outcome	Chosen action/approach	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

iii. Other approaches				
Desired outcome	Chosen action/approach	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

7. Additional detail				