



Tyntesfield
Primary School

Pupil Premium IMPACT Report

2018-19

Monitoring the impact of Pupil Premium Grant

Mrs Spark (Executive Headteacher), Mrs Manion (Head of School) and Mrs McDonald (Deputy Head teacher) have 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. Regular monitoring and evaluation is key to ensuring effectiveness of expenditure.

Progress and attainment targets for pupils are set in maths, reading and writing and we know where we expect them to be by the end of the programme or set of lessons. 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 regular Governing Body meetings and SLT meetings, we report on data for Pupil Premium and ensure a transparent expenditure line is maintained in our financial monitoring so Governing Body members can link value for money with impact.

Year 6 SATs (3 pupils)

	Tyntesfield 2018-19		Trafford Average 2018-19	National 2018-19
	PP Pupils	All Pupils	(All Pupils)	(All Pupils)
% pupils attaining Age Related Expectations in Reading, Writing and Maths	100%	95%	81%	71%
% pupils attaining Higher Standard in Reading, Writing and Maths	33.3%	30%	20%	13%
% pupils attaining Age Related Expectations in Reading Writing Maths Grammar, Punctuation and Spelling	100%	95%	87%	78%
	100%	98%	88%	83%
	100%	96%	91%	84%
	100%	93%	90%	83%
% pupils attaining Higher Standard in Reading Writing Maths Grammar, Punctuation and Spelling	66.7%	53%	42%	31%
	33.3%	35%	26%	20%
	66.7%	53%	48%	31%
	100%	65%	53%	41%
Average Scaled Score in Reading Maths Grammar, Punctuation and Spelling	109.3	109.9	107	104
	113.3	110	108	105
	114.7	111.5	109	106

Year 2 SATs (1 pupil)

	Tyntesfield 2018-19		Trafford Average 2018-19 (All Pupils)	National 2018-19 (All Pupils)
	PP Pupils	All Pupils		
% pupils attaining Age Related Expectations in Reading, Writing and Maths	0%	78%	69%	65%
% pupils attaining Greater Depth in Reading, Writing and Maths	0%	27%	13%	11%
% pupils attaining Age Related Expectations in Reading Writing Maths	0%	87%	79%	75%
	0%	80%	72%	69%
	100%	88%	80%	76%
% pupils attaining Greater Depth in Reading Writing Maths	0%	35%	29%	25%
	0%	35%	16%	15%
	0%	42%	26%	22%

Phonics Test (0 PP)

	Tyntesfield 2018-19		Trafford Average 2018-19 (All Pupils)	National 2018-19 (All Pupils)
	PP Pupils	All Pupils		
% pupils attaining required mark in Phonics Test by the end of Year 1	N/A	93%	85%	82%
% pupils attaining required mark in Phonics Test by the end of Year 2	N/A	96%		

Foundation Stage Profile (0 PP)

	Tyntesfield 2018-19		Trafford Average 2018-19 (All Pupils)	National 2018-19 (All Pupils)
	PP Pupils	All Pupils		
% pupils attaining a Good Level of Development	N/A	79%	75%	72%

Evaluation

Pupil Premium pupils attained at least in line with and in some subjects above their peers in Key Stage 2 and their progress scores were higher than non-disadvantaged. Pupil Premium pupils in Year 2 did not attain as highly as their peers. In 2018-19, accelerating the progress of Pupil Premium pupils was a priority.

See below for further details of how Pupil Premium funding is to be used to sharply focus support to meet the needs of each individual pupil.

School Development Plan Priority 4: Raise attainment and progress of Pupil Premium pupils so that each child makes accelerated progress to:

- *close the attainment gap with non-pupil premium peers;*
- *ensure a greater % of pupil premium pupils are on track to higher standard/greater depth in English and Maths, by the end of the key stage.*

Why is this area a priority?

- There is still a gap between the achievement of Pupil Premium pupils and their peers.
- Too few Pupil Premium pupils are attaining the higher level.
- Following an internal review of provision, a new PP strategy is being implemented from Sept 18 with a specific focus on meeting the needs of every PP child through effective QFT.
- The introduction of pupil progress meetings will take place, led by the Key Stage leaders, to enable staff to analyse PP pupils' progress and to focus and support them on providing effective intervention/challenge through QFT.

Key Targets	Actions	Personnel	Milestones	Resources <i>(support, CPD, and cost)</i>	Monitoring	Success Criteria <i>Key Performance Indicators</i>
4a. Monitor and evaluate the implementation of intervention provision for Pupil premium pupils and the impact on pupil achievement ensuring that intervention is targeted to meet the individual pupil need.	<ul style="list-style-type: none"> • Pupil premium audit – specific focus on quality of intervention at QFT and impact of intervention on pupil progress. • New PP intervention system to be implemented, monitored and reviewed – classteachers use PP time to support other classteacher at QFT in class. • Individual training with teaching staff on QFT when delivering intervention • PP timetable to take priority throughout the week • Moderation of intervention half termly - SLT • PP ILPs to be completed and analysed by KM half termly • PP pupils to be actively involved in the identification of their specific needs • PP pupils to be monitored during half termly SLT moderation of data. 	KM EMc	<u>18-19</u> Ongoing PP moderation by SLT <u>November 18</u> PP audit and PP impact report <u>January 19</u> Learning walks and individual staff training <u>June 19</u> PP audit	Non contact time (PP intervention – covered by PR)	Audits Learning walks Moderation meetings Staff CPD	Pupil premium pupils achieve at least as well as non-disadvantaged pupils. Teaching and planning is pitched accurately for all PP pupils with clear evidence of challenge. QFT strategies are consistently implemented by all teaching staff New PP intervention system is effectively used to ensure pupil premium pupils achieve at least as well as non-disadvantaged pupils. Increase in PP pupil voice ensuring that provision meets their needs more effectively

<p>4b. Ensure that teachers and teaching assistants have a confident and accurate view of where PP pupils' current learning is, ensuring that intervention and PP provision builds on their existing skills, knowledge and understanding.</p> <p>4c. To ensure that all pupil premium pupils make at least good progress and increase the % exceed ARE in every year group.</p>	<ul style="list-style-type: none"> • PP pupils to be highlighted and discussed at half termly pupil progress reviews. • Pupil premium audit – specific focus on quality of intervention and impact of intervention on pupil progress. • Individual training with teaching staff on QFT when delivering intervention • Moderation of intervention half termly - SLT • PP ILPs to be completed and analysed by KM half termly • PP Timetabled intervention to reflect pupil need • Teachers to be aware of all PP pupils in their classes and to be explicitly planning to meet their individual needs in the classroom IQFT on a day to day basis 	<p>KM EMc</p>	<p><u>18-19</u> Ongoing PP moderation by SLT Half termly Pupil progress reviews</p> <p><u>November 18</u> PP audit and PP impact report</p> <p><u>January 19</u> Learning walks and individual staff training</p> <p><u>June 19</u> PP audit</p>	<p>Non contact time (PP intervention – covered by PR)</p>	<p>Audits</p> <p>Learning walks</p> <p>Moderation meetings</p> <p>Staff CPD</p>	<p>Teaching and planning is pitched accurately for all PP pupils with clear evidence of challenge.</p> <p>Pupil premium pupils achieve at least as well as non-disadvantaged pupils</p> <p>IQFT strategies are consistently implemented by all teaching staff</p> <p>Increase in % of PP pupils achieving GD.</p>
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