

Pupil Premium Strategy Trumpington Meadows School 2020-2021

Summary Information					
School:	Trumpington Meadows				
Academic Year	2019-2020	Total PP budget: Academic Year	£144915	Date of most recent PP review	Summer term 2017
Total number of Pupils	345	Number of pupils eligible for PP	109	Date of next internal review of PP strategy	Summer term 2020

IMPLEMENTATION

Last year we used our pupil premium funding to continue to improve our curriculum provision and provide opportunities for staff to collaborate on key aspects of the curriculum.

We continued to support the development of the inclusion team and staffing to support PP pupils

We developed a training plan for TAs and provided a high level of training for all staff

We provided additional time for staff to plan and assess pupils and ensure appropriate differentiation and provision and develop quality first teaching.

Ongoing training of staff in the use of My Concern

The further development of Progress reviews and the inclusion of the SEND team so we can plan provision and target need where identified.

The release of key staff to attend core groups and additional support meetings

Additional group work and focussed reading sessions/boosters for individual children.

IMPACT:

The data clearly shows that, up until the point that we had to close as a result of COVID that the actions implemented were beginning to have an impact and progress was accelerating. However, the impact if the closure of schools has clearly had a significant impact on the progress and attainment of children. We intend to continue to use our PP funding to build on the practices and staffing structure already in place to ensure that when children return to school they will have the necessary support and access to a curriculum that will enable them to catch up quickly.

DATA FOR SPRING 2 (POINT OF COVID SHUT DOWN)

Whole School Years 1-6 Spring 2 19-20			Pupils assessed at each heading or higher			
247	Missing assessment	Below ARE	Risk	At	Above	Significantly above
Reading	39 (15.8%)	79 (38.0%)	25 (12.0%)	45 (22.6%)	33 (15.9%)	26(12.5%)
Writing	39 (15.8%)	104 (50%)	22 (10.6%)	50 (24.0%)	15 (7.2%)	17(8.2%)
Maths	39 (15.8%)	89 (42.8 %)	24 (11.5%)	46 (22.1%)	28 (13.5%)	21 (10.1%)
Combined		Below in one or more	At risk or higher in all	At or higher in all	Above or higher in all	Significantly above in all
		123 (59.1%)	85 (40.9%)	71 (34.1%)	21 (10.1%)	11 (5.3%)

Pupil Premium Whole School Years 1-6 Spring 2 19-20			Pupils assessed at each heading or higher			
117 Pupils	Missing assessment	Below ARE	Risk	At	Above	Significantly above
Reading	15 (12.8%)	50 (40.9%)	9 (8.8%)	21 (20.6%)	10 (9.8%)	12 (11.8%)
Writing	15 (12.8%)	67 (65.7%)	9 (8.8%)	13 (12.7%)	4 (3.9%)	9 (8.8%)
Maths	15 (12.8%)	58 (56.9%)	11 (10.8%)	18 (17.6%)	6 (5.9%)	9 (8.8%)
Combined		Below in one or more	At risk or higher in all	At or higher in all	Above or higher in all	Significantly above in all
		75 (73.5%)	27 (26.5%)	24 (23.5%)	9 (8.8%)	4 (3.9%)

DATA FOR END OF YEAR 2018-2019 SUMMER 2

Whole School Years 1-6 Summer 2 2018-2019			Pupils assessed at each heading or higher			
249	Missing assessment	Below ARE	Risk	At	Above	Significantly above
Reading	24 (9.6%)	87 (38.7%)	21 (9.3%)	71 (31.6%)	36 (16.0%)	10(4.4%)
Writing	24 (9.6%)	104 (46.2%)	26 (11.6%)	68 (30.2%)	22 (9.8%)	5 (2.2%)
Maths	24 (9.6%)	99 (44.0%)	20 (8.9%)	64 (28.4%)	40 (17.8%)	2 (0.9%)
Combined		Below in one or more	At risk or higher in all	At or higher in all	Above or higher in all	Significantly above in all
		122 (54.2%)	103 (45.8%)	84 (37.3%)	21 (9.3%)	0 (0%)

PP YEAR 1-6 Years Summer 2 2018-2019			Pupils assessed at each heading or higher			
121	Missing assessment	Below ARE	Risk	At	Above	Significantly above
Reading	8 (6.6%)	55 (48.7%)	12 (10.6%)	31 (27.4%)	11 (9.7%)	4(3.5%)
Writing	8 (6.6%)	69 (61.1%)	12 (10.6%)	22 (19.5%)	9 (8.0%)	1 (0.9%)
Maths	8 (6.6%)	61 (54.0%)	11 (9.7%)	28 (24.8%)	13 (11.5%)	0 (0%)
Combined		Below in one or more	At risk or higher in all	At or higher in all	Above or higher in all	Significantly above in all
		122 (54.2%)	103 (45.8%)	84 (37.3%)	21 (9.3%)	0 (0%)

DATA FOR POST COVID SHUT DOWN AUTUMN 1

Whole School Years 1-6 AUTUMN 1 BASELINE 20-21 POST COVID			Pupils assessed at each heading or higher			
247 pupils	Missing assessment	Below ARE	Risk	At	Above	Significantly above
Reading	7 (2.8%)	146 (60.8%)	49 (20.4%)	35 (14.6%)	10 (4.2%)	0 (0%)
Writing	5 (2.0%)	190 (78.5%)	39 (16.1%)	10 (4.1%)	3 (1.2%)	0 (0%)
Maths	5 (2.0%)	155 (64.0%)	48 (19.8%)	29 (12.0%)	10 (4.1%)	0 (0%)
Combined		Below in one or more	At risk or higher in all	At or higher in all	Above or higher in all	Significantly above in all
		199 (82.9%)	41(17.1%)	8 (3.3%)	1 (0.4%)	0 (0%)

PUPIL PREMIUM 1-6 AUTUMN 1 BASELINE 20-21 POST COVID			Pupils assessed at each heading or higher			
117 pupils	Missing assessment	Below ARE	Risk	At	Above	Significantly above
Reading	3 (2.6%)	84 (73.7%)	16 (14.0%)	13 (11.4%)	1 (0.9%)	0 (0%)
Writing	2 (1.7%)	94 (81.7%)	20(17.4%)	1 (0.9%)	0 (0%)	0 (0%)
Maths	2 (1.7%)	88 (76.5%)	19 (16.5%)	8 (7.0%)	0 (0%)	0 (0%)
Combined		Below in one or more	At risk or higher in all	At or higher in all	Above or higher in all	Significantly above in all
		95 (88.8%)	12 (11.2%)	4 (3.7%)	0 (0%)	0 (0%)

DATA FOR POST COVID SHUT DOWN AUTUMN 2

Whole School Years 1-6 AUTUMN 2 20-21			Pupils assessed at each heading or higher			
247 pupils	Missing assessment	Below ARE	Risk	At	Above	Significantly above
Reading		139 (56.3%)	30 (12.1%)	46 (18.6%)	24 (9.7%)	8 (3.2%)
Writing		174 (70.4%)	30 (12.1%)	36 (14.6%)	7 (2.8%)	0 (0%)
Maths		142 (57.5%)	30 (12.1%)	56 (22.7%)	9 (3.6%)	5 (2.0%)
Combined		Below in one or more	At risk or higher in all	At or higher in all	Above or higher in all	Significantly above in all
		183 (74.1%)	64 (25.9%)	28 (15.4%)	4 (1.6%)	0 (0%)

PUPIL PREMIUM 1-6 AUTUMN 2 20-21			Pupils assessed at each heading or higher			
117 pupils	Missing assessment	Below ARE	Risk	At	Above	Significantly above
Reading	0	82 (70.1%)	15 (12.8%)	12 (10.3%)	7 (6.0%)	1 (0.9%)
Writing	0	98 (83.8%)	8 (6.8%)	10 (8.5%)	1 (0.9%)	0 (0%)
Maths	0	86 (73.5%)	17 (14.5%)	13 (11.1%)	1 (0.9%)	0 (0%)
Combined		Below in one or more	At risk or higher in all	At or higher in all	Above or higher in all	Significantly above in all
		99 (84.6%)	18 (15.4%)	7 (6.0%)	0 (0%)	0 (0%)

Whole School Years 1-6 Progress between Autumn 1 and Spring 2020 EXPECTED PROGRESS WOULD BE 4 POINTS				
All pupils (247)	Reading	Writing	Mathematics	Average
6+ Steps	30 (12.1%)	32 (13.0%)	44 (17.8%)	35.3 (14.3%)
5 steps	46 (18.6%)	27 (10.9%)	42 (17.0%)	38.3 (15.5%)
4 steps	78 (31.6%)	66 (26.7%)	55 (22.3%)	66.3 (26.9%)
3 steps	22 (8.9%)	34 (13.8%)	30 (12.1%)	28.7 (11.6%)
2 steps	14 (5.7%)	22 (8.9%)	16 (6.5%)	17.3 (7.0%)
1 step	5 (2.0%)	10 (4.0%)	8 (3.2%)	7.7 (3.1%)
No steps	3 (1.2%)	3 (1.2%)	3 (1.2%)	3.0 (1.2%)
Regressed	1 (0.4%)	5 (2.0%)	1 (0.4%)	2.3 (0.9%)
Missing data	48 (19.4%)	48 (19.4%)	48 (19.4%)	48 (19.4%)

PP Whole School Years 1-6 Progress between Autumn 1 and Spring 2020 EXPECTED PROGRESS WOULD BE 4 POINTS				
All pupils (109)	Reading	Writing	Mathematics	Average
6+ Steps	14 (12.0%)	21 (19.3%)	17 (15.6%)	18.3 (15.7%)
5 steps	21 (17.9%)	13 (11.9%)	10 (9.2%)	15.3 (13.1%)
4 steps	35 (29.9%)	22 (20.2%)	33 (30.3%)	26.7 (22.8%)
3 steps	14 (12.0%)	26 (23.9%)	30 (27.5%)	27.7 (15.1%)
2 steps	10 (8.5%)	15 (12.8%)	13 (11.1%)	12.7 (10.8%)
1 step	3 (2.6%)	8 (6.8%)	5 (4.3%)	5.3 (4.6%)
No steps	3 (2.6%)	2 (1.7%)	2 (1.7%)	2.3 (2.1%)
Regressed	0 (0%)	4 (3.4%)	1 (0.9%)	1.7 (1.4%)
Missing data	17 (14.5%)	17 (14.5%)	17 (14.5%)	17.0 (14.5%)

Not PP Whole School Years 1-6 Progress between Autumn 1 and Spring 2020 EXPECTED PROGRESS WOULD BE 4 POINTS				
All pupils (236)	Reading	Writing	Mathematics	Average
6+ Steps	16 (12.3%)	13 (10.0%)	22 (16.9%)	17.0 (13.1%)
5 steps	25 (19.2%)	17 (13.1%)	27 (20.8%)	23.0 (17.7%)
4 steps	43 (33.1%)	43 (33.1%)	33 (25.4%)	39.7 (30.5%)
3 steps	8 (6.2%)	15 (11.5%)	10 (7.7%)	11.0 (8.5%)
2 steps	4 (3.1%)	7 (5.4%)	3 (2.3%)	2.3 (1.8%)
1 step	2 (1.5%)	2 (1.5%)	3 (2.3%)	2.3 (1.8%)
No steps	0 (0%)	1 (0.8%)	1 (0.8%)	0.7 (0.5%)
Regressed	1 (0.8%)	1 (0.8%)	0 (0%)	0.7 (0.5%)
Missing data	31 (23.8%)	31 (23.8%)	31 (23.8%)	31 (23.8%)

Barriers to future attainment for pupils eligible for PP	
Within School Barriers	
A	Rapid growth in pupil numbers and need to address changing needs of community
B	Low attainment on entry of mobile and PP pupils
C	Induction and consistent assessment of starting points and learning gaps
D	Quality First Teaching
E	Effective provision mapping and early identification and implementation of support
External Barriers	
A	High level of mobility of PP pupils
B	High level of additional needs of PP pupils
C	Lack of support from home e.g. consistent routines, reading, completing homework
D	Attendance
E	Community cohesion

The use of pupil premium funding 2019-20

IMPLEMENTATION

Last year we used our pupil premium funding to continue to improve our curriculum provision and provide with staff to collaborate on key aspects of the curriculum

We continued to support the development of the inclusion team and staffing to support PP pupils

We developed a training plan for TAs and provided a high level of training for all staff

We provided additional time for staff to plan and assess pupils and ensure appropriate differentiation and provision and develop quality first teaching

Ongoing training of staff in the use of My Concern

The further development of progress reviews

The release of key staff to attend core groups and additional support meetings

Additional group work and focussed reading sessions/boosters for individual children.

IMPACT:

The data clearly shows that up until the point that we had to close as a result of COVID that the actions implemented were beginning to have an impact and progress was accelerating. However, the impact if the closure of schools has clearly had a significant impact on the progress and attainment of children. We intend to continue to use our PP funding to build on the practices and staffing structure already in place to ensure that when children return to school they will have the necessary support and access to a curriculum that will enable them to catch up quickly.

Action Plan April 2021 – April 22						
Action	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review date	Overall cost
Accelerated progress for all pupils	Ongoing review of curriculum provision and resource to ensure it meets national expectations	First phase of curriculum review complete now developing subject leadership and middle leaders to support curriculum development	Working groups and SLT to review curriculum provision across the schools in the federation	SLT	September 2021	£6000

Employment of key personnel to meet identified needs	Continue to fund and develop the roles of inclusion co-ordinator and pupil and family support	High level of need within the local area and involvement of other agencies and Early Help Support required for families. High thresholds for social care intervention	Line management by assistant head for inclusion and SENCo	AH inclusion	Annually	£55,000
Additional training for staff	Additional training for all TAs and teachers working in KS1 on Phonics	Consistent approach and catchup sessions for phonics across the school	Phonics drop ins and ongoing assessment identification of gaps in knowledge and understanding	Class teachers and inclusion co-ordinator	Termly review of which pupils are being targeted	£4000 £8,000
Additional training for all staff	Training for all staff on strategies to support SEN	Interventions will be targeted and staff will have the skills necessary to support their children	Feedback from staff on the quality of training provided and impact on progress for targeted groups	HoS SENco	PP reviews and observations	£1000
Quality First Teaching	Additional PPA time for staff to plan, differentiate and target support for children	Staff have opportunities to focus on key aspects of children's progress and identify gaps, share practice and impact of interventions and quality first teaching on outcomes	Ensure consistently good standards of teaching across the school	SLT	Ongoing review of outcomes, books learning environment	£25,000
Development of Federation Reading spine	High quality texts to support learning	All children will have access to a high quality reading menu that will promote reading	Improved outcomes in reading	SLT and Reading team		£2500
Targeted support						
Targeted additional reading support for identified children	Frequent opportunities to read for pleasure provided	Additional targeted guided reading groups for children not working at ARE	Teachers will ensure that identified pupils have additional reading support	Class teachers	Termly progress reviews	See costings of TA
Provision of additional TA support to target pupils not working at ARE	Additional TA support to deliver specific interventions and targeted support	TAs have been trained to deliver specific interventions which have been identified as having a high impact on closing the gap for PP pupils	Inclusion and PFSW to review impact of interventions and provide guidance and support	AH inclusion	Annually and through progress reviews	3 X 16,726 £51,780
Emergency fund to support PP families	Emergency fund to support identified emerging needs	School will have small budget from which to support urgent identified needs	Pupil and Family support worker to provide breakdown of use of resource	PFSW	September 2021	£2000

