

Tufnell Park Primary School



Pupil Premium Strategy 2018-19

Pupil Premium Funding is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. In the 2018-19 financial year, schools receive funding for each child from Reception to Year 6 registered as eligible for free school meals at any point in the last 6 years.

Funding is also provided for each child who:

- has been looked after for 1 day or more
- has been adopted from care
- has left care under:
 - a special guardianship order
 - a residence order
 - a child arrangement order

Tufnell Park Primary School - Pupil Premium Strategy

Summary information								
Academic Year	2018/19	Total PP allocation	£146,841	FSM	LAC	EYFS	Date of most recent PP Review	Sept 2018
				139920	4600	2321		
Total number of pupils	333	Number of pupils eligible for PP	126	106	2	18	Date for next internal review	Jan 2019

Current attainment		
Attainment for: 2017-2018 at KS2	TPPS Pupils eligible for PP	Pupils not eligible for PP (TPPS/National all)
% achieving expected standard or above in reading, writing and maths	59%	86% / 64%
% achieving expected standard or above in reading	68%	86% / 75%
% achieving expected standard or above in writing	86%	90% / 76%
% achieving expected standard or above in maths	73%	90% / 78%

Our context
<p>Tufnell Park is a one and a half form entry inner city primary school with 333 currently on roll. Our children are aged 3 to 11 including a 30-place nursery with children attending full and part time. 36% of children are currently eligible for pupil premium.</p> <p>Deprivation - we are situated in area of wide ranging social context. Whilst there are increasing numbers of middle classes moving into the area, the school serves a core of families living in mainly social housing in an area of considerable deprivation (IDACI of 0.48, compared to national IDACI average of 0.24). Worklessness is significant, as is crime, poor mental health and involvement with Children’s Social Care. For many children, financial poverty leads to limited experiences outside of school and relatively narrow aspirations. Many families need significant support to ensure their children attend school regularly.</p> <p>Diversity - 42% children from minority ethnic families, 32% speak English as an additional language.</p> <p>SEND - 41 (12%) children have Special Educational Needs, including 9 with EHC Plans.</p> <p>Mobility - the school has higher than average mobility compared to schools nationally, with some children arriving from overseas, often with no English and little/no formal education.</p>

Summary of barriers to future attainment

Main barriers to learning and achievement

We are aware that the wide ranging and complex context of the school means that just because pupils are not eligible to the pupil premium, they may still face significant challenges and barriers to their educational success and therefore are just as entitled to receive high levels of support in order to thrive at school and in life. In very broad terms, we have found the following barriers are common for a large number of pupils, including those eligible for the Pupil Premium, for whom the school needs to deploy additional resources in order to ensure that they are able to fully engage in their education and achieve well over time.

Social and emotional needs	Many of our families have challenges with routines, parenting capacity, mental health and managing emotions. Parents need support from school to help them address their needs and to support their children's learning and well-being. This includes support to ensure they attend school regularly. We seek to create a learning environment in which all pupils can thrive, including those who may require extra support due to social/emotional difficulties, or be at risk of exclusion. We are committed to supporting children to create positive attachments with others, and to self-regulate their behaviour, as well as minimising the impact that challenging behaviour may have on other learners, as we seek to create a community of resilient, confident and aspirational young people.
Lack of language opportunities, including books and reading	On entry to school, communication skills for some children are limited, and their language and literacy experiences in the home leave them at a disadvantage to others. From home visits, we have identified that many of our children have had little or no access to books and broad reading opportunities, nor a rich language environment in which to develop their own language and thinking.
Lack of broader experience	Some of our pupils have had very limited chances to understand the many different facets of life in the UK beyond their own immediate experience. As part of our commitment to providing a broad and rich curriculum, we seek to provide our young people with experiences that they might not otherwise have the opportunity to have, for example: residential school journey, museum and farm visits, visits to workplaces, and the opportunity to represent the school in sport or through music.

Developing Quality First Teaching	Developing Inclusion and Specific Interventions	Overcoming Barriers to Learning and Enrichment
<p>Phase Leadership model to support effective implementation of core curriculum initiatives, and to lead consistent sustained best practice for all pupils.</p> <p>High quality leadership CPD, in partnership with the Institute of Education, to ensure:</p> <ul style="list-style-type: none"> - leaders are developed to become as effective as possible - leadership is distributed across the school. <p>Partnerships and networks with other local schools to encourage and support collaboration, and to increase effectiveness of CPD</p> <p>Additional support, led by Senior Leaders, in Y2 and Y6 to secure good and better progress towards age expectation and beyond.</p>	<p>Senior Leadership of Inclusion to identify individual and common needs, and to review school provision mapping with interventions that are proven to be effective.</p> <p>Targeted interventions that are consistent, time bound, monitored and evaluated.</p> <p>Strategic training and deployment of support staff to deliver effective interventions.</p> <p>Skilled support staff fulfil leadership roles, tracking progress, monitoring interventions and developing practice.</p> <p>Deployment of experienced specialist teachers to support pupil progress, and to lead staff in developing their understanding and practice.</p> <p>Structures to support good and better progress over time for all pupils:</p> <ul style="list-style-type: none"> - Inclusion Meetings to identify and plan to overcome barriers to learning for specific pupils - Pupil Progress Reviews to monitor and plan for progress of all pupils 	<p>Senior Leadership of pastoral care to ensure that families are supported effectively at school level and wider support is effectively managed.</p> <p>Learning Mentor support for vulnerable pupils to address social and emotional barriers and develop a readiness to learn.</p> <p>School Home Support to support families with attendance, punctuality and routines, and wider barriers, such as work and housing issues.</p> <p>Opportunities for all pupils, including disadvantaged pupils, to participate in enrichment activities and events that deepen learning and increase engagement: residential visits, educational visits, after school clubs etc.</p>

Developing Quality First Teaching - planned expenditure

Objectives and rationale	Desired Outcomes	Staff lead	Monitoring	Review
<p>We believe that high quality provision for all leads to success. Through our phase leadership model, Phase Leaders:</p> <ul style="list-style-type: none"> - develop and monitor effective practice across school - provide planning support to ensure appropriate challenge - conduct moderation exercises to ensure robust assessment - monitor teaching and learning through lesson visits, book and planning scrutinies, and environment audits - ensure the effective deployment of teaching assistants in their phase <p>Senior leaders, including those with specific expertise, support teams with planning and provision to improve the quality of teaching</p> <p>School self-evaluation has identified key priority areas for development – progress in Reading, in Phonics at Y1, and progress in writing in the EYFS. Additional leadership support ensures improvement initiatives are effective.</p>	<p>All pupils make targeted progress to age expectation and beyond</p> <p>Improved percentage of good and better teaching</p> <p>Consistent expectations and implementation of practice</p> <p>Teaching assistants are effective in supporting learning</p> <p>All pupils make good progress from their respective starting points throughout the Early Years Foundation Stage</p> <p>Pupils make progress at least in line with the national picture in Communication and Language, throughout the EYFS</p> <p>Pupils make progress at least in line with the national picture in Reading across years 1 to 6</p>	<p>HT</p>	<p>Teaching profile shows teaching improving</p> <p>Appraisal and CPD of Phase leaders</p> <p>Pupil outcomes improved, for all and for identified groups</p> <p>In EYFS: pupil outcomes improved in Writing, in Communication and Language, and thus in GLD</p> <p>In Y1: pupil outcomes improved in phonics</p> <p>In Y1 to Y6: pupil outcomes improved in Reading</p>	<p>Jan 2019</p> <p>Approx. cost £23,400</p>

<p>Experienced skilled teachers are deployed to enable setting/grouping in EYFS and KS1 for language and Phonics and across Y5/6 for Reading, Grammar and Maths</p> <p>Senior Leader monitors effectiveness of EYFS language interventions</p>	<p>All pupils working below the expectation of their age group make accelerated progress</p> <p>All pupils eligible for pupil premium make expected progress or above</p>	<p>AHT, DHT</p>	<p>Pupil outcomes improved, for all and for identified groups</p>	<p>Jan 2019</p> <p>Approx. cost £15,640</p>
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Overcoming Barriers to Learning and Enrichment - planned expenditure

Objectives and rationale	Desired Outcomes	Staff lead	Monitoring	Review
<p>A pastoral team provide mentoring, counselling and additional support to our most vulnerable pupils, removing barriers to their learning and minimising the impact on other learners.</p> <ul style="list-style-type: none"> - Art therapy to support well-being and communication - CAMHS clinician to support social and emotional development - Specialist 1-to-1 behaviour support for children 	<p>Pupils show improved personal, social and emotional well-being</p> <p>Pupils demonstrate effective strategies for managing behaviour and emotions in school</p> <p>Pupils make at least good progress over time</p>	AHT Incl	<p>Reduced behaviour incidents – red and yellow cards</p> <p>Progress of targeted children</p>	<p>Jan 2019</p> <p>Approx. cost £6,680</p>
<p>Learning Mentor provides support for social and emotional development in targeted pupils through:</p> <ul style="list-style-type: none"> - nurture provision - in-class support - close parental liaison and support - implementation of specific behaviour strategies 	<p>Pupils demonstrate effective strategies for managing behaviour and emotions in school</p> <p>Pupils meet success criteria more consistently in learning activities</p>	AHT Incl	<p>Reduced behaviour incidents – red and yellow cards</p> <p>Progress of targeted children</p>	<p>Jan 2019</p> <p>Approx. cost £21,410</p>
<p>Reach Out programme provides targeted children with 1-to-1 mentoring by positive role models, and through team activities, to promote leadership, trust and responsibility.</p>	<p>Pupils show improved personal, social and emotional well-being</p> <p>Pupils make at least good progress over time</p>	AHT Incl		<p>Jan 2019</p> <p>Approx. cost £1,500</p>

Objectives and rationale	Desired Outcomes	Staff lead	Monitoring	Review
School Home Support worker supports families with attendance, punctuality and routines, and wider barriers, such as work and housing issues. Dynamic school-led caseload to enable responsive approach.	Attendance to be in line with, or better than, national average Reduced numbers of persistent absentees Pupil premium eligible children are not over-represented in absence data.	DHT	Attendance data	Jan 2019 Approx. cost £14,256
Subsidised rates and targeted places at after school clubs, and on educational and residential visits, enable pupil premium eligible pupils to access full breadth of provision and experience.	All pupils have equal opportunities to enrich learning through wider experiences	DHT	Pupil outcomes improved, for all and for identified groups	Jan 2019 Approx. cost £6,900
Subsidised rates for homework/revision packs (Y6)	Pupils make targeted progress to national expectation and above	AHT		Jul 2019 Approx. cost £300
Whole school CPD and resource development, following ITIPS action planning in November 2018.	Staff more able to support social and emotional needs of pupils Pupils feel safe, contained and happy in school Pupils develop increased resilience and ambition	HT	Pupil voice ITIPS annual review	Jul 2019 Approx. cost £1,000

Developing Quality First Teaching	£39,040
Developing Inclusion and Specific Interventions	£55,755
Overcoming Barriers to Learning and Enrichment	£52,046
Total	£146,841

Tufnell Park Primary School - Pupil Premium Review of expenditure 2017-18

Academic Year	2017/18	Total number of pupils	336	Number of pupils eligible for PP	122	Total PP budget	£142,668																																											
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Developing Inclusion and Specific Interventions

Objectives and rationale	Desired Outcomes	Impact and review																						
<p>A menu of targeted interventions is in place to support all vulnerable or underachieving pupils in making at least good progress. We target specific children for support with:</p> <ul style="list-style-type: none"> - speech and language development (Spirals) - early and developing literacy - phonics (Units of Sound) - Catch-up literacy - mathematical understanding - Beanstalk (VRH) reading <p>This includes small group and one-to-one teaching by specialist teachers and specially trained teaching assistants.</p> <p>Pupils are identified as early as possible through pupil achievement reviews and inclusion meetings.</p> <p>Cost £31,265</p>	<p>Identified pupils make accelerated progress within intervention timeframe</p> <p>Evaluations of interventions show positive impact on outcomes</p> <p>Interventions are targeted precisely, and pupils are identified early.</p>	<p>EYFS – % achieving 2+ in Communication</p> <table border="1" data-bbox="1352 328 2076 403"> <thead> <tr> <th></th> <th>All</th> <th>FSM</th> <th>Non-FSM</th> <th>National all</th> </tr> </thead> <tbody> <tr> <td>2018</td> <td>87.0</td> <td>88.2</td> <td>86.2</td> <td>82.1</td> </tr> </tbody> </table> <p>Phonics Check</p> <table border="1" data-bbox="1352 483 1962 647"> <thead> <tr> <th>Y1</th> <th>roll</th> <th>% achieved standard</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>45</td> <td>80</td> </tr> <tr> <td>PP</td> <td>10</td> <td>60</td> </tr> <tr> <td>Non-PP</td> <td>35</td> <td>86</td> </tr> </tbody> </table> <p>91% children (41/45) achieved standard by end of Y2.</p> <p>Reviewed for 2018-19 Revision of Phonics provision and interventions from EYFS upwards</p> <p>Notable under achievement (at end of Key stage) of children joining school mid-phase. Reviewed for 2018-19 Mobility and progress – support for PP children joining in-year, or within Key Stage</p> <p>Catch Up All children made accelerated progress (reading age progressed more than calendar age). PP children made better average progress than non-PP.</p> <p>Reviewed for 2018-19 Increase number of trained TAs to manage caseload</p>		All	FSM	Non-FSM	National all	2018	87.0	88.2	86.2	82.1	Y1	roll	% achieved standard	All	45	80	PP	10	60	Non-PP	35	86
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Objectives and rationale	Desired Outcomes	Impact and review																												
<p>Booster classes in Year 2 and Year 6 support children prior to end of Key Stage tests.</p> <p>Easter School for Year 6 supports targeted children prior to end of Key Stage tests.</p> <p>Additional Reading focus</p> <p>Cost £14,840</p>	<p>Identified pupils make targeted progress to national expectation and above</p>	<p>% Y2 making good or better progress from EYFS</p> <table border="1" data-bbox="1352 193 1948 304"> <thead> <tr> <th></th> <th>R</th> <th>W</th> <th>Ma</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>100</td> <td>100</td> <td>93</td> </tr> <tr> <td>PP</td> <td>100</td> <td>100</td> <td>93</td> </tr> </tbody> </table> <p>Y6 Progress KS1 – KS2 (DfE progress measure where National Average = 0)</p> <table border="1" data-bbox="1352 413 2045 563"> <thead> <tr> <th></th> <th>R</th> <th>W</th> <th>Ma</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>2.85</td> <td>3.66</td> <td>2.41</td> </tr> <tr> <td>PP</td> <td>2.44</td> <td>3.63</td> <td>2.55</td> </tr> <tr> <td>Non-PP</td> <td>3.24</td> <td>3.68</td> <td>2.28</td> </tr> </tbody> </table> <p>Easter School - 90% of group met EXS, all made better than average progress</p> <p>Reviewed for 2018-19 Reading provision – review interventions to run throughout year rather than revision classes.</p>		R	W	Ma	All	100	100	93	PP	100	100	93		R	W	Ma	All	2.85	3.66	2.41	PP	2.44	3.63	2.55	Non-PP	3.24	3.68	2.28
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<p>An experienced specialist teacher supports dyslexic pupils in Y1 – 6, and leads staff in developing their understanding and practice.</p> <p>Cost £7,875</p>	<p>Targeted pupils make at least expected progress</p> <p>Best ‘dyslexia-friendly’ practice shared across school</p>	<p>Outcomes improved for all targeted pupils Average KS1 to KS2 progress for targeted pupils: R +4.3 W +6.1</p> <p>All classes dyslexia friendly</p>																												

Overcoming Barriers to Learning and Enrichment		
Objectives and rationale	Desired Outcomes	Impact and review
<p>A pastoral team provide mentoring, counselling and additional support to our most vulnerable pupils, removing barriers to their learning and minimising the impact on other learners.</p> <ul style="list-style-type: none"> - Art therapy to support well-being and communication - CAMHS clinician to support social and emotional development - Specialist 1-to-1 behaviour support for children <p>Teacher-led Homework support during lunch times</p> <p>Cost £7,320</p>	<p>Pupils show improved personal, social and emotional well-being</p> <p>Pupils demonstrate effective strategies for managing behaviour and emotions in school</p> <p>Pupils make at least good progress over time</p>	<p>Case studies show accelerated progress for targeted children. All Y6 targeted children met or exceeded EXS in all subjects.</p> <p>Reduction in number of exclusions for specific children over time.</p> <p>Positive transitions to secondary school for targeted children.</p> <p>Reviewed for 2018-19 IMHARS action plan worked through Trauma Informed Schools (ITIPS) programme</p> <p>Reach Out mentoring programme introduced, Y5/6</p>
<p>Learning Mentor provides support for social and emotional development in targeted pupils through:</p> <ul style="list-style-type: none"> - nurture provision - in-class support - close parental liaison and support <p>implementation of specific behaviour strategies</p> <p>Cost £20,860</p>	<p>Pupils demonstrate effective strategies for managing behaviour and emotions in school</p> <p>Pupils meet success criteria more consistently in learning activities</p>	<p>Case studies show accelerated progress for targeted children. All Y6 targeted children met or exceeded EXS in all subjects.</p> <p>Reduction in number of exclusions for specific children over time.</p> <p>Positive transitions to secondary school for targeted children.</p> <p>Reviewed for 2018-19 Review of caseload with changing cohort</p> <p>IMHARS action plan worked through Trauma Informed Schools (ITIPS) programme</p>

Objectives and rationale	Desired Outcomes	Impact and review												
<p>School Home Support worker supports families with attendance, punctuality and routines, and wider barriers, such as work and housing issues.</p> <p>Dynamic school-led caseload to enable responsive approach</p> <p>Cost £14,850</p>	<p>Attendance to be in line with, or better than, national average</p> <p>Reduced numbers of persistent absentees</p> <p>PP eligible children are not over-represented in absence data.</p>	<p>Attendance in line with national average for similar schools</p> <p>Increased effectiveness of SHS provision</p> <ul style="list-style-type: none"> - improved attendance for targeted families - targeted family engagement with school increased (volunteer programmes, workplace visits) 												
<p>Subsidised rates and targeted places at after school clubs, and on educational and residential visits, enable pupil premium eligible pupils to access full breadth of provision and experience.</p> <p>Cost £7,750</p>	<p>All pupils have equal opportunities to enrich learning through wider experiences</p>	<p>% Y1-6 making targeted (good or better) progress 2017-18</p> <table border="1" data-bbox="1294 595 1984 719"> <thead> <tr> <th></th> <th>R</th> <th>W</th> <th>Ma</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>79</td> <td>77</td> <td>76</td> </tr> <tr> <td>PP</td> <td>95</td> <td>88</td> <td>86</td> </tr> </tbody> </table> <p>All targeted pupils fully participated in enrichment programme, including residential visits. Targeted groups attended aspirational workplace visits Children given priority spaces in after school clubs</p>		R	W	Ma	All	79	77	76	PP	95	88	86
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All	79	77	76											
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<p>Whole school CPD and resource development, following IMHARS action planning in October 2017</p> <p>CPD on Attachment theory to support staff in creating enabling environments and positive attachments</p> <p>Cost £1,875</p>	<p>Staff more able to support social and emotional needs of pupils</p> <p>Pupils feel safe, contained and happy in school</p> <p>Pupils develop increased resilience and ambition</p>	<p>Reviewed for 2018-19 IMHARS action plan worked through Trauma Informed Schools (ITIPS) programme</p>												