

Tame Valley Academy's Pupil Premium Action Plan 2020-2021

Headteacher name:	Chris Nock	Signature:			
Pupil Premium Champion:	Chris Nock	Signature:			
LAB Champion name:	Tim Evans	Signature:			
Pupil Premium Profile 2020-21		Previous performance of disadvantaged pupils (pupils eligible for free school meals or in local authority care for at least six months)			
Total number of pupils on roll: (Correct on 22.02.2021)	234	KS2 Performance	2017	2018	2019
Number of eligible pupils: (As per Jan 2020 Census)	139	Progress / Attainment in Reading	-0.8 / 80%	-1.8 / 67%	0.95 / 100%
Amount per pupil:	£1,345	Progress / Attainment in Writing	-1.6 / 73%	1.3 / 93%	-0.95 / 86.4%
Total 2020-21 pupil premium grant:	£186,955	Progress / Attainment in Maths	-0.5 / 73%	-0.3 / 80%	0.16 / 77%

WHOLE SCHOOL OUTCOMES:

Accelerated progress and improved attainment:

- Continue to narrow the attainment gap between disadvantaged pupils and non-disadvantaged pupils in Reading, Writing and Maths across all year groups by providing effective catch up and interventions.
- Continue to increase GLD for disadvantaged pupils in Reception.
- Continue to increase Phonics outcomes for disadvantaged pupils in Year 1 and Year 2.

Improved behaviour, pastoral care and welfare:

- Increased attendance of all pupils.
- Narrowing of gap in attendance between disadvantaged and other pupils.
- Decreased persistent absence of all pupils.
- Narrowing of gap in persistent absence of disadvantaged and other pupils.
- Reduction in number of exclusions.
- Breaking down of barriers to learning.
- Improved mental health and wellbeing of pupils.

Improved engagement with families:

- Improved communication and relationships with families.
- Breaking down of barriers between home and school.
- Increased support for families in need.

As outlined in the academy's pupil premium policy, pupil premium funding is allocated to support 'disadvantaged' pupils. The measure the Government currently uses for this is a child's eligibility for free school meals. At present, any child who has been eligible for free school meals at any point during their primary school career (Years 1 to 6) is classed as "Ever6" and is eligible for pupil premium grant, which is currently £1345 per child per year. Looked after children are also eligible for additional support, as are children who have a parent in the armed forces.

At the last count (September 2020), **67%** of Tame Valley Academy pupils were eligible for this funding, which is significantly above the national average of 24%.

We have very clear aims at Tame Valley Academy that all our pupils have the opportunity to engage in an ambitious curriculum which has been constructed and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital to succeed in life. The additional funding is used primarily to support closing the gap in the attainment and progress of disadvantaged pupils compared to other non-disadvantaged pupils nationally. At Tame Valley this funding plays an important part of our work to ensure that all our pupils have the opportunity to succeed.

The impact of funding on the progress and attainment of disadvantaged pupils is carefully monitored and evaluated by the Senior Leaders of the academy.

The school's Local Governing Board holds the school to account over the effective use of our pupil premium grant and there is a dedicated "Pupil Premium Champion" on the LGB: Tim Evans. He regularly meets with the head teacher / pupil premium lead to support and challenge the use of the pupil premium grant at Tame Valley Academy.

The table below shows the percentage of disadvantaged vs non- disadvantaged children currently on roll at ESPA (September 2020).

Year Group	Disadvantaged	Non-Disadvantaged
Reception	74%	26%
Year 1	87%	13%
Year 2	64%	36%
Year 3	65%	35%
Year 4	63%	37%
Year 5	56%	44%
Year 6	64%	36%

The following table shows how the funding will be allocated for the coming school year. This may be subject to change following analysis of internal assessments and evaluation of interventions, initiatives and resources available. There may also have to be some alterations due to risk assessment in relation to opening schools during the ongoing coronavirus crisis.

Focused Objective	Actions	Success Criteria	Who	Cost	Monitoring	Review Date
<p>To close / narrow the gap between disadvantaged and other pupils (in school and nationally) by the end of KS2.</p>	<p>DHT / HoS to teach half of Year 6 for Reading, Writing and Maths.</p>	<p>Attainment in Reading, Writing and Maths will increase.</p> <p>Progress from previous Key Stage will increase.</p> <p>Pupils will receive increased adult support with learning.</p> <p>Pupils' books will show that gaps have been closed and learning has been extended.</p>	CS	£35,944	<p>Attainment and progress data</p> <p>Pupil progress meetings</p> <p>Pupils' books</p>	Half Termly - HT
	<p>Teaching Assistants to work with disadvantaged pupils in the afternoons to close gaps, address misconceptions and provide additional challenge.</p>	<p>Assessment information will be effectively used to identify interventions and next steps required.</p>	JG EP DH FN JM AU NC	£80,509		Weekly – Phase Leaders
<p>To increase engagement of disadvantaged families with all aspects of school life.</p> <p>To increase support for parents and families to ensure that pupils are well prepared for learning and are in school.</p>	<p>Employment of Pastoral Manager.</p> <p>PM to lead on Early Help support.</p> <p>PM to carry out full DSL duties in school.</p> <p>PM to build professional relationships with individual parents and direct them to targeted support as appropriate.</p>	<p>Barriers between individual families and school broken down.</p> <p>Parents state (via questionnaires) that they feel well supported by school.</p> <p>Persistent absence / lateness of individual pupils decreased.</p> <p>Improved relationships between school and families.</p>	VM	£33,775	<p>Weekly safeguarding meetings</p> <p>Line management meetings</p> <p>My Concern data</p> <p>Attendance data (Bromcom)</p> <p>Safeguarding records Phone logs</p>	Ongoing

	PM to attend meetings such as LAC Reviews, PEPS, CP conferences, CIN meetings, etc.				Case Studies		
To support pupil mental health and wellbeing.	<p>A space to be created in school which can be used for children with sensory needs.</p> <p>A space to be created in school where children can have time out / brain breaks etc in a restful, safe and quiet environment.</p>	<p>Children with additional SEMH needs will be further supported in school.</p> <p>Children will feel happy and safe in school.</p> <p>Children will understand what the spaces are for and how to access them if they need to.</p> <p>Attendance will improve as barriers to school will be reduced.</p>	VM	£13,533	<p>My Concern data</p> <p>SEND information</p> <p>Attendance data</p> <p>Weekly safeguarding meetings</p> <p>Line management meetings</p>	April 2021	
To ensure that all disadvantaged pupils have access to technology to support with learning in school and at home.	Laptops and laptop trolleys to be purchased so that all disadvantaged children have access to them throughout the school day in school and also at home to support with home learning / homework.	All disadvantaged children will have a school laptop assigned to them for use in school and will be able to take it home as required.	CN	£13,780	<p>Home learning / homework records</p> <p>Lesson visits</p> <p>Attainment and progress data</p> <p>Pupil progress meetings</p> <p>Pupils' books</p>	July 2021	
To ensure that all pupils in Y4 are able to experience learning to play a musical instrument.	SLA with Music Service to provide musical instruments and tuition for Year 4 and some Year 5 pupils.	All children in Year 4, and disadvantaged children in Year 5 who wish to, will have weekly music lessons where they learn to play an instrument.	LE	£3,394	<p>Lesson visits</p> <p>Performances</p>	Termly	

<p>To ensure that disadvantaged pupils in Y5 have the opportunity to learn to play a musical instrument, to develop their skills and creativity in this area of learning.</p>							
<p>To ensure that identified pupils are supported in developing their speech and language skills.</p>	<p>SLA with SALT to provide 1-1 speech and language interventions for identified pupils and for training for staff to work with pupils on 1-1 and small group basis.</p>	<p>An increased number of children will meet the C&L ELG.</p> <p>Children will be able to communicate more effectively.</p> <p>Children's confidence in speaking in different situations will increase.</p>	<p>TB</p>	<p>£5,940</p>	<p>SALT records – assessments and notes of sessions</p>	<p>Half Termly</p>	
<p>Total Pupil Premium Spend:</p>				<p>£186,955</p>			

Focused Objective	Actions	Success Criteria	Review & Impact																
To close / narrow the gap between disadvantaged and other pupils (in school and nationally) by the end of KS2.	DHT / HoS to teach half of Year 6 for Reading, Writing and Maths.	Attainment in Reading, Writing and Maths will increase.	Year 6 (TA, no SATS due to Covid)	READING		WRITING		MATHS		COMBINED									
		ARE	GD	ARE	GD	ARE	GD	ARE	GD	81%	37%	81%	26%	85%	26%	78%	4%		
		All Pupils	100%	75%	100%	33%	100%	20%	100%	0%	High PAG	86%	29%	93%	21%	85%	23%	77%	0%
		Middle PAG	50%	0%	40%	20%	25%	25%	40%	0%	LOW PAG	86%	43%	86%	24%	95%	29%	86%	5%
		DISADVANTAGED PUPILS	67%	17%	67%	33%	50%	17%	50%	0%	OTHER PUPILS	<ul style="list-style-type: none"> • Our disadvantaged pupils in Year 6 perform better than our non-disadvantaged pupils in all areas. • % increase for LPAG achieving ARE/GDS and MPAG achieving GDS 							
		OTHER PUPILS	67%	17%	67%	33%	50%	17%	50%	0%									
		Pupils will receive increased adult support with learning.	Pupils' books will show that																

Teaching Assistants to work with disadvantaged pupils in the afternoons to close gaps, address misconceptions and provide additional challenge.

gaps have been closed and learning has been extended.

Assessment information will be effectively used to identify interventions and next steps required.

Year 1	READING		WRITING		MATHS		COMBINED	
	ARE	GD	ARE	GD	ARE	GD	ARE	GD
All Pupils	76%	10%	76%	14%	76%	10%	76%	10%
DISADVANTAGED PUPILS	76%	8%	76%	12%	76%	8%	76%	8%
OTHER PUPILS	75%	25%	75%	25%	75%	25%	75%	25%
Year 2	READING		WRITING		MATHS		COMBINED	
	ARE	GD	ARE	GD	ARE	GD	ARE	GD
All Pupils	79%	12%	79%	12%	83%	21%	79%	13%
DISADVANTAGED PUPILS	72%	17%	72%	17%	78%	22%	72%	17%
OTHER PUPILS	100%	0%	100%	0%	83%	17%	100%	0%
Year 3	READING		WRITING		MATHS		COMBINED	
	ARE	GD	ARE	GD	ARE	GD	ARE	GD
All Pupils	70%	40%	57%	12%	87%	31%	50%	3%
High PAG	100%	100%	100%	100%	100%	100%	100%	33%
Middle PAG	82%	71%	75%	0%	88%	33%	85%	0%
LOW PAG	56%	0%	20%	0%	89%	13%	10%	0%
DISADVANTAGED PUPILS	68%	26%	53%	11%	79%	33%	45%	5%
OTHER PUPILS	75%	0%	88%	0%	100%	38%	60%	0%
Year 4	READING		WRITING		MATHS		COMBINED	
	ARE	GD	ARE	GD	ARE	GD	ARE	GD
All Pupils	81%	34%	81%	16%	84%	31%	78%	13%
High PAG	100%	88%	100%	50%	100%	58%	100%	38%
Middle PAG	100%	25%	100%	11%	95%	32%	95%	5%
LOW PAG	25%	0	25%	0	33%	0	25%	0%
DISADVANTAGED	75%	25%	75%	10%	75%	20%	75%	5%

			<table border="1"> <tr> <td>PUPILS</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>OTHER PUPILS</td> <td>92%</td> <td>33%</td> <td>92%</td> <td>25%</td> <td>92%</td> <td>50%</td> <td>92%</td> <td>25%</td> </tr> <tr> <td rowspan="2">Year 5</td> <td colspan="2">READING</td> <td colspan="2">WRITING</td> <td colspan="2">MATHS</td> <td colspan="2">COMBINED</td> </tr> <tr> <td>ARE</td> <td>GD</td> <td>ARE</td> <td>GD</td> <td>ARE</td> <td>GD</td> <td>ARE</td> <td>GD</td> </tr> <tr> <td>All Pupils</td> <td>81%</td> <td>25%</td> <td>72%</td> <td>19%</td> <td>75%</td> <td>19%</td> <td>69%</td> <td>9%</td> </tr> <tr> <td>High PAG</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>80%</td> <td>100%</td> <td>50%</td> <td>100%</td> <td>50%</td> </tr> <tr> <td>Middle PAG</td> <td>100%</td> <td>11%</td> <td>94%</td> <td>13%</td> <td>89%</td> <td>21%</td> <td>94%</td> <td>6%</td> </tr> <tr> <td>LOW PAG</td> <td>40%</td> <td>0%</td> <td>29%</td> <td>0%</td> <td>20%</td> <td>0%</td> <td>25%</td> <td>0%</td> </tr> <tr> <td>DISADVANTAGED PUPILS</td> <td>83%</td> <td>26%</td> <td>74%</td> <td>22%</td> <td>78%</td> <td>22%</td> <td>67%</td> <td>13%</td> </tr> <tr> <td>OTHER PUPILS</td> <td>88%</td> <td>13%</td> <td>63%</td> <td>13%</td> <td>75%</td> <td>0%</td> <td>63%</td> <td>0%</td> </tr> </table>	PUPILS									OTHER PUPILS	92%	33%	92%	25%	92%	50%	92%	25%	Year 5	READING		WRITING		MATHS		COMBINED		ARE	GD	ARE	GD	ARE	GD	ARE	GD	All Pupils	81%	25%	72%	19%	75%	19%	69%	9%	High PAG	100%	100%	100%	80%	100%	50%	100%	50%	Middle PAG	100%	11%	94%	13%	89%	21%	94%	6%	LOW PAG	40%	0%	29%	0%	20%	0%	25%	0%	DISADVANTAGED PUPILS	83%	26%	74%	22%	78%	22%	67%	13%	OTHER PUPILS	88%	13%	63%	13%	75%	0%	63%	0%
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			<ul style="list-style-type: none"> Targeted interventions have been carried out addressing misconceptions in learning and focusing on specific areas such as: phonics, spelling, maths, comprehension and fluency. 																																																																																									
<p>To increase engagement of disadvantaged families with all aspects of school life.</p> <p>To increase support for parents and families to ensure that pupils are well prepared for learning and are in school.</p>	<p>Employment of Pastoral Manager.</p> <p>PM to lead on Early Help support.</p> <p>PM to carry out full DSL duties in school.</p> <p>PM to build professional relationships with individual parents and direct them to targeted support as appropriate.</p> <p>PM to attend meetings such as LAC Reviews,</p>	<p>Barriers between individual families and school broken down.</p> <p>Parents state (via questionnaires) that they feel well supported by school.</p> <p>Persistent absence / lateness of individual pupils decreased.</p> <p>Improved relationships between school and families.</p>	<p>Support that is available for students involved in safeguarding concerns:</p> <ul style="list-style-type: none"> Mentoring support through Pastoral Manager External mentoring / therapy work – 1-1 mentoring on site Play therapy Forward Thinking Birmingham STICK team Sexual Harmful behaviour team COBS Educational psychologist <p>23 referral's sent to Children's Services – 2020/21</p> <p>Families supported during lockdown with food parcels, electricity/gas vouchers, BCC grants for electronic devices, sim cards for free data, housing applications.</p> <p>Pastoral manager carried out twice weekly phone calls with vulnerable families</p>																																																																																									

	PEPS, CP conferences, CIN meetings, etc.		not accessing Key Worker places at school during lockdown.
To support pupil mental health and wellbeing.	<p>A space to be created in school which can be used for children with sensory needs.</p> <p>A space to be created in school where children can have time out / brain breaks etc in a restful, safe and quiet environment..</p>	<p>Children will feel happy and safe in school.</p> <p>Children will understand what the spaces are for and how to access them if they need to.</p> <p>Attendance will improve as barriers to school will be reduced.</p>	<p>Resources purchased to create a base for children with sensory needs.</p> <p>Resources and furniture purchased to create a mental health/welling space for children to access in a restful, safe and quiet environment.</p> <p>2x staff trained to be Mental Health and Wellbeing Leads in school to ensure student are offer support in a timely manner.</p> <p>External specific mental health support for 2x students</p>
To ensure that all disadvantaged pupils have access to technology to support with learning in school and at home.	Laptops and laptop trolleys to be purchased so that all disadvantaged children have access to them throughout the school day in school and also at home to support with home learning / homework.	All disadvantaged children will have a school laptop assigned to them for use in school and will be able to take it home as required.	<p>New ipads, laptops and charging stations purchased so that all disadvantaged children have access to them throughout the school day.</p> <p>Additional laptops acquired through DFE allocations have been distributed to disadvantaged pupils to ensure that they can access online learning throughout the school year.</p>
<p>To ensure that all pupils in Y4 are able to experience learning to play a musical instrument.</p> <p>To ensure that disadvantaged pupils in Y5 have the opportunity to learn to play a musical instrument, to develop their skills</p>	SLA with Music Service to provide musical instruments and tuition for Year 4 and some Year 5 pupils.	All children in Year 4, and disadvantaged children in Year 5 who wish to, will have weekly music lessons where they learn to play an instrument.	All children in year 4 continued to access the SLA music provision during the year.

and creativity in this area of learning.							
To ensure that identified pupils are supported in developing their speech and language skills.	SLA with SALT to provide 1-1 speech and language interventions for identified pupils and for training for staff to work with pupils on 1-1 and small group basis.	<p>An increased number of children will meet the C&L ELG.</p> <p>Children will be able to communicate more effectively.</p> <p>Children's confidence in speaking in different situations will increase.</p>		Significantly Below Below 40-60	Below Expected Standard 40-60 B/D	Expected Standard 40-60 Secure	Exceeding Expected Standard ELG D/S or Exceeding
			All pupils	22%	9%	35%	35%
			Disadvantaged Pupils	24%	12%	35%	29%
			Other Pupils	17%	0%	33%	50%
			86% Met or Exceeding the ELG's in CL:LA & U PP 88% CL: Speaking PP 82%				