



Pupil Premium Report

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Pupil Premium Report for Tanners Brook Primary School

1. School Overview

Metric	Data
School name	Tanners Brook Primary School
Pupils in school	437
Proportion of disadvantaged pupils	25.6%
Pupil premium allocation this academic year	£140,000
Academic year or years covered by statement	2020-21
Publish date	December 2020
Review date	June 2021
Statement authorised by	Ingrid Dowse
Pupil premium lead	Amanda Pary
Governor lead	To be appointed January 2021

STRATEGY STATEMENT

The trust schools are currently implementing the following core approaches to assist with diminishing differences. The overall aims of our pupil premium strategy are:

- To deliver good or better learning for all
- To diminish the attainment gap between the school's disadvantaged pupils and others nationally
- To raise the in-school attainment of both disadvantaged pupils and their peers
- To increase the academic progress of disadvantaged pupils

Through rigorous monitoring and tracking of pupil performance, we are able to identify pupils who are at risk of not making sufficient progress, including the monitoring of the high attaining on entry disadvantaged children. We use this information to plan and implement effective intervention and support strategies. These will be provided dependent on each child's needs and the challenges that they face.

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Research has shown that good practice in raising disadvantaged pupils' attainment:

- A whole school ethos of attainment for all
- Addressing behaviour and attendance
- High quality teaching for all
- Meeting individual learning needs
- Deploying staff effectively
- Responding to evidence provided by school data
- Clear and responsive leadership

(Source: Supporting the attainment of disadvantaged pupils: articulating success and good practice – November 2015)

While the Pupil Premium grant will be used to target attainment for disadvantaged pupils, other pupils may also benefit as a result of strategies implemented.

It is our belief that engaging parents and carers of disadvantaged pupils is a key factor in raising standards.

All Pupil Premium strategies will be reviewed regularly to ensure they are having the intended impact. This will allow rapid adjustments to be made if particular strategies are not working well or to further extend successful strategies.

As part of our monitoring and reviewing process:

- All Pupil Premium children will be identified on Pupil Premium registers and this information will be shared with school staff.
- Within the framework of pupil progress accountability, a breakdown of the attainment and progress of Pupil Premium children will be produced.
- Governors will be informed of the position of Pupil Premium within the school.
- The school will produce a summary of provision implemented and this will be reported online as part of the review of their Pupil Premium strategy.

All staff should be aware of barriers to learning and these should be addressed within the teaching and learning experience that pupils receive.

We strongly believe that the whole school community is responsible for raising the aspirations and attainment of disadvantaged pupils.

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2. Latest Academic Performance

2018-2019

Early Years:

75% disadvantaged children achieved GLD

78% non-disadvantaged children achieved GLD, which is 78%.

Year 2:

	Reading	Writing	Maths	RWM
	(74%)	(68%)	(76%)	(65%)
PP (23)	74%	65%	74%	61%
Non PP (45)	73%	69%	78%	67%

More able:

	Reading	Writing	Maths	RWM
	(16%)	(4%)	(15%)	(3%)
PP (23)	17%	4%	13%	4%
Non PP (45)	16%	4%	16%	2%

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Year 6:
Expected

	Reading	Writing	GP&S	Maths	RWM
PP (17)	82%	94%	82%	88%	82%
Non PP (47)	77%	83%	87%	92%	72%

More Able:

	Reading	Writing	GP&S	Maths	RWM
PP (17)	24%	6%	35%	35%	6%
Non PP (47)	26%	15%	34%	43%	13%

Summer 2019

National data in brackets

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Area	RWM Combine d	Reading	Writing	Maths	SPAG
Year 6 ARE or above	75% (61%)	78% (65%)	86% (84%)	91% (80%)	86% (57%)
Year 6 greater depth/High score	11% (0%)	25% (19%)	13% (0%)	41% (12%)	34% (9%)
Progress KS1-KS2 (initial data)		+3.00 (-1.3)	+2.8 (+0.8)	+5.2 (+1.3)	
Year 2 ARE or above	65% (69%)	74% (80%)	68% (71%)	76% (75%)	
Year 2 greater depth	3% (0%)	16% (6%)	4% (0%)	15% (4%)	

Year 1 Phonics screening pass	88% (85%)
Achieved GLD	78% (75%)

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3. Barriers to Learning

MOST SIGNIFICANT BARRIERS TO FUTURE ATTAINMENT & PROGRESS (e.g. low relative starting points; homelearning environment, low attendance)		
1	EAL	
2	Reading at home	
3	Low relative starting points	
4	Low attendance of specific children	
STRATEGY AIMS (What are your intended academic outcomes e.g. This may include a target in relation to non disadvantaged pupils e.g. reading at KS2, P8, Ebacc, phonics)		
Specific outcomes	Target	
A	Phonics	90%
B	Reading	Above National
C	Writing	Above National
D	Maths	Above National

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4. Planned Expenditure for Current Academic Year

ACADEMIC YEAR				
High quality teaching for all				
Action	Intended outcome/ activity	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff involved
Development of a well-being strategy	Improved PP children outcomes as evidence by attainment and progress measures, pupil interviews, School Improvement Review weeks. Focus on PP boys achievement and progress and the number of PP children achieving a higher standard in reading, writing and maths.	<p>EEF Guidance Report: Improving social and emotional learning in primary schools https://educationendowmentfoundation.org.uk/tools/guidance-reports/social-and-emotional-learning/</p> <p>EEF Guidance Report: Metacognition and self-regulated learning https://educationendowmentfoundation.org.uk/tools/guidance-reports/metacognition-and-self-regulated-learning/ https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/</p>	<p>Training:</p> <ul style="list-style-type: none"> Safeguarding training for all staff INSET 3 September Open door policy Additional DSLs to be trained Training for PSHE lead <p>Communications:</p> <ul style="list-style-type: none"> Need to build a culture of trust- open door policy Regular slot in SLT/staff meetings Staff workload and wellbeing is regularly referenced in staff briefings / meetings Staff feedback box Assemblies <p>Monitoring:</p> <ul style="list-style-type: none"> Line manager meetings with teams and monitoring well-being of staff Half termly meetings with DSL and DDSLs <p>Coaching: Support and Supervision offered to those working with challenging cases/sensitive child protection information</p>	SENCo SLT Staff MAT staff

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ACADEMIC YEAR				
High quality teaching for all				
Action	Intended outcome/ activity	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff involved
Effective Learning Behaviours	PP children progress continues to improve (achieving close to or at All Pupils) Behaviour incidents for PP children show continual decline and absence to be at least in line with national.	<p>EEF Guidance Report: Improving behaviour in schools https://educationendowmentfoundation.org.uk/tools/guidance-reports/improving-behaviour-in-schools/ https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/behaviour-interventions/</p> <p>EEF Guidance Report: Working with parents to support children's learning https://educationendowmentfoundation.org.uk/tools/guidance-reports/working-with-parents-to-support-childrens-learning/</p> <p>EEF Guidance Report: Metacognition and self-regulated learning https://educationendowmentfoundation.org.uk/tools/guidance-reports/metacognition-and-self-regulated-learning/ https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/</p> <p>Great teaching toolkit evidence review: https://www.greatteaching.com/</p>	<p>Training:</p> <ul style="list-style-type: none"> LW/LWa to run staff meeting on behaviour in Sept Regular review- half termly <p>Communications:</p> <ul style="list-style-type: none"> Behaviour policy (including addendum due to COVID) communicated with staff Develop a common language of effective learning behaviours across the school Share / develop T+L guidelines for staff- A summary of what the key ingredients of effective T+L are and look like in your school Regular feedback in staff meetings- half termly <p>Resources:</p> <p>Pupil interviews used to identify pupil's attitudes to learning, findings of which are used to further develop strategies of engagement if required.</p>	SLT PL Staff

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ACADEMIC YEAR				
High quality teaching for all				
Action	Intended outcome/ activity	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff involved
			<p>Monitoring: LW/LWa to monitor behaviour incidents SLT to carry out learning walks/school review weeks</p> <p>Coaching: PLs/SM/LW to ensure learning behaviours are targeted during coaching sessions</p>	
Vocabulary and reading are a high priority for all students and interventions are implemented where appropriate	PP children phonics screening results improve (target 88%). PP children reading and writing outcomes to be at or close to All Pupils with a higher number of children achieving greater depth in reading,	<p>EEF Guidance Report: Improving literacy in KS1 https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-1/</p> <p>EEF Guidance Report: Improving literacy in KS2 https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-2/ https://educationendowmentfoundation.org.uk/tools/guidance-reports/preparing-for-literacy/</p>	<p>Response to COVID Prioritise one to one reading for all pupils. Teachers to assess needs of pupils following COVID. KS1: Need to clarify situation re year 2 phonics. Phonics screening 2020-2021 – explore current processes and establish a model for phonics screening in year 1 including:</p> <ul style="list-style-type: none"> • Teaching of nonsense words • Consistency in strategies <p>Complete post-Covid phonics screening in Autumn 2020 Year 2 catch up - establish a process for ensuring all children stay on track to pass phonics screening by the end of year 2. Review process for children who are not meeting phonics requirements by the end of year 2</p>	PL SLT Staff

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ACADEMIC YEAR				
High quality teaching for all				
Action	Intended outcome/ activity	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff involved
	writing and maths.		<p>Teachers to analyse starting points on entry and from during Covid-recovery for phonics and quickly recap prior skills.</p> <p>EYFS Quickly establish routines for learning, including for phonics. Explore best programme or scheme for the teaching of phonics. Ensure routines are consistent across all classrooms. Develop transition from EYFS into Year 1 around consistency of strategies taught.</p> <p>KS2 JP to analyse gaps/consider appropriate interventions. Review teaching of reading within KS2 and progression across year 3 – 6.</p> <p>Training:</p> <ul style="list-style-type: none"> • Develop vocab / reading lead group • Read EEF literacy and EEF working with parents guidance reports. • Seek external training opportunities e.g EEF / school visits <p>Resources:</p> <ul style="list-style-type: none"> • EEF guidance reports • Diagnostic assessments 	

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ACADEMIC YEAR				
High quality teaching for all				
Action	Intended outcome/activity	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff involved
			<ul style="list-style-type: none"> Parental surveys / feedback from parents evenings Explore 'Stage not Age' reading/vocabulary/phonics at KS1 <p>Monitoring: PL/SLT regular learning walks/data/reading folders. RK to evaluate phonics quizzes in November/March (Year 1) to inform planning for June screening</p> <p>PLs additional support provided by SM/LW/JP</p>	
IT to support learning is implemented where appropriate	IT equipment is up to date, appropriate and supports learning, particularly with regards to remote learning (Covid).	EEF Guidance Report: Using digital technology to improve learning https://educationendowmentfoundation.org.uk/tools/guidance-reports/using-digital-technology-to-improve-learning/	<p>Training:</p> <ul style="list-style-type: none"> Visits to other schools to investigate how IT is used Reading: EEF using IT to support learning guidance report Staff training to provide strategies for effective use of IT in the classroom <p>Communication:</p> <ul style="list-style-type: none"> Staff feedback / surveys <p>Resources:</p> <ul style="list-style-type: none"> IT lead person identified Audit of current IT resources and embedded use in the curriculum (SM 	IT lead SLT MAT staff

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ACADEMIC YEAR				
High quality teaching for all				
Action	Intended outcome/ activity	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff involved
			to explore the wider curriculum with regard to computing resources) <ul style="list-style-type: none"> • Time for IT lead to investigate effective use of IT to support student learning (GM to lead on staff analysis of need) • Time to read EEF IT guidance report. Monitoring: IT lead report back to HT each term to report on progress	
Groups of learners who are underachieving in comparison to their peers are identified and interventions are put in place	The difference between pupil premium pupils and other pupils continues to be diminished. Underachieving pupils' progress is good.	EEF Guidance Report: Metacognition and self-regulated learning https://educationendowmentfoundation.org.uk/tools/guidance-reports/metacognition-and-self-regulated-learning/ https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/ EEF Guidance Report: Improving behaviour in schools https://educationendowmentfoundation.org.uk/tools/guidance-reports/improving-behaviour-in-schools/ https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/behaviour-interventions/ -	Training: <ul style="list-style-type: none"> • Staff audit to establish confidence in use of AfL and formative assessment to group children for catch-up sessions vs. Summative assessment and tracking of stand-alone interventions. • Whole staff training on the effectiveness of interventions; • TA confidence audit and training around the use of interventions vs. Catch-up sessions • JP to focus specifically on year 6 term 1 to include a review of current practices 	SLT SENCo Southampton Inclusion Partnership Support staff

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ACADEMIC YEAR				
High quality teaching for all				
Action	Intended outcome/ activity	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff involved
		EEF Guidance Report: Special Educational Needs in mainstream schools https://educationendowmentfoundation.org.uk/tools/guidance-reports/special-educational-needs-disabilities/	around closing gaps and journey towards SATs · Intervention support for SEND Communications: PLs to meet weekly with ID to discuss progress of key pupils. Outcomes/data report shared with all stakeholders SENCo to liaise weekly with phase leaders as to EHCPs and Resources: TA time for interventions. Additional time allocated for booster sessions in year 6. Additional resources as required to support identified need (PP) Additional intervention support given to pupils who are not on track and impact of additional support assessed/monitored to ensure most effective model is used. Monitoring: SENCO/LW to monitor impact of specific interventions Annual reviews to ensure EHCP target provision being met Attainment and progress of all pupils reviewed termly -PLs to track progress Termly analysis of pupil progress carried out to identify those who	

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ACADEMIC YEAR				
High quality teaching for all				
Action	Intended outcome/ activity	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff involved
			may require additional support to achieve their target. Coaching: As required (including for TAs for intervention delivery) Peer support between TAs around the delivery of interventions.	
Attendance is at least in line with national averages for all groups of learners	PP children's level of absence and persistent absence improves and is at least in line with the national average.	EEF Guidance Report: Working with parents to support childrens' learning https://educationendowmentfoundation.org.uk/tools/guidance-reports/working-with-parents-to-support-childrens-learning/	Training: <ul style="list-style-type: none"> • NN to train office staff in attendance routines and protocols • Staff training regarding routines and behaviour policy Communications: <ul style="list-style-type: none"> • Re-establish expectations for attendance with parents following COVID lockdown. • LW/LWa to contact vulnerable families who do not attend • ID to ensure regular communication with parents to remind re attendance expectations. Meetings to support families to encourage attendance 	SLT Support staff

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ACADEMIC YEAR				
High quality teaching for all				
Action	Intended outcome/ activity	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff involved
			<ul style="list-style-type: none"> Regular messages about the importance of regular attendance 	
Continue the development of writing to effectively support the progress of all learners	Increased number of PP children achieving ARE. PP children with high attainment in writing in Early Years and the end of KS1 achieve greater depth at the end of KS2.	Great teaching toolkit evidence review: https://www.greatteaching.com/ https://www.learningscientists.org/ EEF Guidance Report: Preparing for literacy https://educationendowmentfoundation.org.uk/tools/guidance-reports/preparing-for-literacy/ EEF Guidance Report: Improving literacy in KS1 https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-1/ EEF Guidance Report: Improving literacy in KS2 https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-2/	Training: Planning support to develop: <ul style="list-style-type: none"> writing journeys Audience and purpose (including hook and author purpose) Purpose of redrafting and editing Subject knowledge around GAPs in all year groups. Staff to take part in writing moderation in Autumn term - JK to support Resources: Time for JK to complete moderator training Monitoring: Moderation in autumn and summer term. School review weeks, learning walks, book scrutiny, pupil interviews. Test data for spelling & grammar Coaching: As required to support with the planning process	MAT staff PL SLT
Further improve the teaching of maths	Attainment and progress for PP children to be at or close to All children.	Great teaching toolkit evidence review: https://www.greatteaching.com/ https://www.learningscientists.org/ EEF Guidance report: Improving mathematics in the early years and KS1 https://educationendowmentfoundation.org.uk/tools/guidance-reports/early-maths/	Training: JP/AMc to deliver regular sessions in INSET/staff meetings with a focus on: <ul style="list-style-type: none"> Core research and ethos underpinning Teaching for Mastery; 	MAT staff PL SLT Staff

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ACADEMIC YEAR				
High quality teaching for all				
Action	Intended outcome/ activity	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff involved
	PP children are able to apply maths skills in reasoning problems.	EEF Guidance report: Improving mathematics in KS2 and KS3 https://educationendowmentfoundation.org.uk/tools/guidance-reports/maths-ks-2-3/	<ul style="list-style-type: none"> • Importance of number sense and key representations within this; • Application of number sense within procedural fluency; • Problem solving heuristics and teaching children how to problem solve (EEF KS2/3 document) - this will only stay if you decide this also needs to be a priority as it could be a stand alone action plan. • Set clear expectations about the expectations within their teaching e.g. use of language; focus on procedural fluency; <p>Monitoring: PLs to monitor lessons and books on a bi-weekly basis (lesson obs one week, books other); SM/JP/AMc to monitor half termly – including pupil interviews (focus on 3 year groups (poss. 2, 4, 5) with WT/ARE/GD child tracked to see progress); School review weeks; QLA of year 6 practice papers and KS1/KS2 NFER tests – possible use of pupil conferencing to review</p>	

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ACADEMIC YEAR				
High quality teaching for all				
Action	Intended outcome/ activity	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff involved
			procedural fluency and problem solving skills; Coaching: Peer observation opportunities to share good practice across the school; Peer support based on staff analysis/lesson	
Total budgeted cost:				£140,000

ADDITIONAL INFORMATION
<p>Breakdown of pupil ethnicity</p> <p>Y1 - 6</p> <p>White British 75% Bangladeshi 2.3%</p> <p>Any other Asian 2.5% Black African 1.5%</p> <p>Pakistani 2.8% White and Asian 2%</p> <p>Any other White 8.7% White & Black African 1%</p> <p>Indian 2.8% White & Black Caribbean 0.25%</p>

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Percentage of pupils with English as an additional language (EAL)

Y1 – 6

82 children 20.9%

Percentage of pupils with a statement of special educational needs (SEN) / education, health and care (EHC) plan or who receive SEN support

Y1 – 6

SEN = 66 16.8%

EHCP = 16 4.1%

5. Review of expenditure from previous academic year

Tanners Brook Primary School joined the HISP MAT on the 1st June 2020. Formatting of Pupil Premium spend was completed differently by the previous Trust.

£143,880

How this was spent:

- Staff salaries (TA hours and some SLT hours)
- Books
- Online subscriptions (e.g times tables Rockstars/ White Rose maths/ Storytime)
- IPADS
- Hub resources