



Tuel Lane Infant School  
 Clay Street  
 Sowerby Bridge  
 HX6 2ND

01422 831221  
[head@tuellane.calderdale.sch.uk](mailto:head@tuellane.calderdale.sch.uk)

**Pupil Premium Planning for 2016-17  
 Impact through attainment and progress 2016-17**

The number of children registered for FSM and therefore eligible for PP had been dropping year on year in our school until 2016. There were no obvious clues to why this is happening, no changes in local demographic or economics. We believe it may be attributable to the introduction of universal FSM for infants in Sept 2014 giving less incentive of families to register. In 2016, our number of eligible pupils has risen and is above the national average.

Currently, November 2016 (and this is subject to changes in family circumstances and will be updated regularly)

Nursery autumn term: 9/ 26 children are eligible of the Early Years PP (34%)

R: 11/37 children (29%)

Y1 11/40 (27.5%)

Y2 4/41 (9.7%)

2014 school/ national	2015	2016
25.5/26.6	21.4/26.0	30.2/25.2

2016-17

For the school year 2016-17, Tuel Lane has received £50.300

**PUPIL PREMIUM: 2016/17 ACTION AND SPENDING PLAN**

Pupil premium provision 2016/17	Total cost of provision	% from pupil premium	Cost from pupil premium	Monitoring/evidence of impact

<p>HLTA Support</p> <p>Accelerating progress for PP children who are currently under attaining and/or under achieving in reading, writing, communication and maths</p> <ul style="list-style-type: none"> <li>• Phonics support</li> <li>• Interventions</li> <li>• Bespoke feedback and guidance Learning Mentor to support the complex needs of vulnerable pupils around self-management of behaviour and building self esteem</li> </ul>	14,000	70%	9800	<p>Termly reports:</p> <ul style="list-style-type: none"> <li>• TA lesson observations</li> <li>• Appraisal outcomes</li> <li>• Intervention reports</li> <li>• Work analysis</li> <li>• Learning walks (drop-ins)</li> <li>• Comparative attainment and progress data for PP children v non FSM/CLA</li> </ul>
<p>Early Years Support: Additional TA hours in EYFS classrooms</p> <p>Accelerating progress from low starting points to raise attainment for PP Pupils</p>	2x12.5 hours 5300	100%	5300	<p>Termly report to governors</p> <ul style="list-style-type: none"> <li>• Progress towards prime and specific ELG's</li> <li>• Progress towards GLD</li> </ul>
<p>Nurture support Behaviour/ attention/ independence/ organisational skills</p> <p>Ensuring that lessons almost always flow smoothly and that behaviour outside lessons is of an equally high standard</p>	10300	100%	10300	<ul style="list-style-type: none"> <li>• Reduction in disruption to lessons</li> <li>• Reduction in incidents</li> <li>• Reduction in use of 'team teach' strategies</li> <li>• CPOMS analysis</li> </ul>
<p>Better Reading</p> <p>Additional 1:1 support for pupils in Y1/2</p> <ul style="list-style-type: none"> <li>• Baseline entry and exit measure (to programme)</li> <li>• Teaching and application of reading skills</li> </ul>	8.26 per hr x 2hrs per week 660.08	100%	660.08	<p>Termly report</p> <ul style="list-style-type: none"> <li>• Numbers of pupils entering/leaving programme</li> <li>• Progress of pupils by reading age</li> </ul>
<p>Inclusion Manager/ progress manager: 0.2 FTE</p> <p>Lead and manage the provision for PP/CAL pupils</p>	8400		8400	<p>Termly report to governors</p> <ul style="list-style-type: none"> <li>• Movement of pupils on SEN register</li> <li>• Intervention plans</li> </ul>
<p>Emergency Provision: Only if required</p> <ul style="list-style-type: none"> <li>• Counselling –Noah's Ark</li> <li>• Behaviour support Angie Hook £80 per hour</li> <li>• Family support e.g. wraparound care</li> </ul>	2000	100%	2000	<p>Individual reports to CPS.</p>
<p>EWO</p>	1200	50%	600	<p>Termly attendance report to governors</p>

Educational Psychology Service	800 (2 days per year)	50%	400	SEND report to governors
Enrichment/ access School clubs Music/ singing tuition Subsidised trips e.g., Termly Theatre trips	5000	100%	5000	Discussed in termly progress meetings
Additional Lunchtime Supervisor	2580	100%	2580	EYFS- Progress towards prime and specific ELG's PSED
Resources: Directly supporting learning	2500	100%	2500	Pupil progress meetings
TOTAL PROJECTED SPEND 2016/17 ACADEMIC YEAR: £47540 Contingency:£2760				

### Impact of Pupil Premium Spending 2016-2017

#### End of KSI Attainment 2017 Disadvantaged

*'Disadvantaged' refers to children in receipt of Pupil Premium and includes those eligible for free school meals currently and within the last 6 years (Ever 6) and children in public care or recently adopted.*

% of children working at the expected standard (EXS) Cohort 41 Disadvantaged 11 pupils Not Disadvantaged 30		Reading	Writing	Maths
National	Disadvantaged	64	55	63
	Not Disadvantaged	79	72	78
	Disadvantaged Gap	15	17	15
Calderdale	Disadvantaged	52	41	51
	Not Disadvantaged	76	67	77
	Disadvantaged Gap	24	26	26
School	Disadvantaged	55	46	55
	Not Disadvantaged	67	60	77
	Disadvantaged Gap	12	14	22

Whilst we still have work to do to ensure more children meet the expected levels and match national figures, we are in line/ slightly above LA attainment for the disadvantaged group.

In Reading and Writing: school gap between the attainment of this group and other pupils is narrower than national and significantly narrower than LA showing the impact of quality first teaching, language interventions and additional reading support for pupils.

In Maths the gap is narrower than LA showing impact of school improvement priority to raise attainment in maths.

### Phonics 2017

Tuel Lane 89% of disadvantaged children achieved the pass mark in 2017

Calderdale 62% of disadvantaged children achieved the pass mark in 2017

Reflecting quality first teaching and impactful intervention.

### EYFS attainment- disadvantaged children 2017

Tuel Lane: 70.0% of disadvantaged children achieved a Good Level of Development

(71% non-disadvantaged)

Calderdale: 50% of disadvantaged children achieved GLD

(72% non-disadvantaged)

### Progress of disadvantaged children 2016-17

#### In-school tracking (SPTO)

Y2

Number of children in group-10

Progress %	Reading	Writing	Maths
Above expected			
Expected	100%	90%	100%
Below Expected		10%	

Y1

Number of children in group 16

Progress %	Reading	Writing	Maths
Above expected	13%	13%	7%
Slightly above (0.5)	7%	7%	7%
Expected	56%	44%	75%
Below by 0.5	13%	31%	
Below Expected	13%	7%	13%

YR Children

Number of children in group 14

Progress %	Reading	Writing	Number	SSM
Well above	57%	36%	29%	71%
Above expected	29%	43%	57%	14%
Expected	14%	14%	7%	14%
Below Expected		7%	7%	

Well above (greater than 5 points progress)

Above (4 or 5 points progress)

Expected (3 points progress)

Below (1 or 2 points progress)

