



Tree Tops Primary Academy

Pupil Premium Rationale 2022 – 2023

Pupil Premium is a government funded resource paid to schools to meet the needs of disadvantaged pupils. Any pupil who is eligible for Free School Meals now, or has been eligible in the previous 6 years, will receive funding. The funding is also provided to meet the needs of children in care of the Local Authority, children who have recently been adopted from care and children of Service families. The funding paid for each of these groups is different and varies year-on-year.

Who is eligible for Pupil Premium?

- Children in the Armed Forces Personnel
- Looked After Children
- Children adopted from care or who have left care

Children can have free school meals and are eligible for Pupil Premium if they receive any of the following:

- Income support
- Income Based Jobseekers Allowance
- Income Related Employment and Support Allowance (ESA)
- Support under part VI of the Immigration and Asylum Act 1999
- Child Tax Credit provided you are not entitled to Working Tax Credit and have an annual income that does not exceed £16,190
- The guaranteed element of Pension Credit

Why Is Pupil Premium Important?

Nationally, there is a strong link between economic disadvantage and poor achievement in schools. Across the country there is a significant gap between the progress made by pupils eligible for free school meals and those who are not eligible. There are many reasons why this gap exists. Pupil Premium is given to schools to help us try to close this gap. It is important because it enables us to counteract the disadvantages that poverty imposes on children. It ensures we can put the support in place to help every child in our school thrive and fully master each stage of the curriculum.

Pupil Premium Pupils at Tree Tops Primary Academy

Tree Tops is a school with a very high percentage of students (47%) defined as disadvantaged.

The main barriers that disadvantaged pupils face are outlined below:

- Special educational needs in addition to disadvantage
- Lack of access to enrichment activities, resources and support
- Lack of educational opportunities for families
- Limited opportunities for exploring their community and the wider world
- Migration from outside Kent
- Difficulties with housing

Pupil Premium Expenditure Plan 2022 - 2023

No of pupils and PPG grant received 2022-23	
No pupils on roll in September	294
Total no pupils eligible for Pupil Premium Grant (PPG)	150
Amount of PPG received per pupil	£1385
Total amount of PPG received	£207,750

Key Priority 1: To close the attendance gap between PP pupils and Non PP pupils (£21,500)					
Intervention/ Resource	EOY Target	EOY RAG			Impact Data
		Nov.	March	July	
<p>To use the PALS (Pastoral and Learning Support Manager) to offer additional pastoral support for families.</p> <p>Track the attendance and persistent absence of pupils across the academy, taking necessary action to support parents.</p>	<p>Pastoral and Learning Support Manager, along with the attendance team to work together to monitor and support families with fluctuating attendance due to an array of circumstances.</p> <p>Pastoral and Learning Support Manager and the attendance team dedicated to ensuring all pupils have equal access to school life (attendance, home and school provisions, well being and uniform).</p>				<p>The academy Pastoral and Learning Support Manager and the attendance team provided a port of call for all families whilst holding them to account for attendance and punctuality.</p> <p>Through consistent intervention, including first day calling, letter triggers, attendance meetings with governors and ultimately LA fines, we were able to maintain our attendance in line with National Averages.</p>
<p>Parental engagement</p>	<p>Develop parent and community relationships, including meetings, community projects, adult education meetings, etc.</p>				<p>Parental engagement has increased, with some parents putting their personal time aside to support school developments.</p> <p>The development of 'community cafe' has also enabled parents attending to observe and at times get involved with the positive changes and developments, resulting in parents sharing positive stories about school developments amongst the community.</p>

Key Priority 2 To improve outcomes for PPG pupils so that they are in line with other pupils (73,250)

Intervention/ Resource	EOY Target	EOY RAG			Impact Data
		Nov.	March	July	
SATS - maths Intervention	To diminish the attainment gap between PPG pupils and non-PPG pupils in maths				KS2 SATs - Pupil Premium pupils achieved an average progress score of 7.1, compared to non Pupil Premium pupils of 5.6. The attainment gap between PPG pupils and non-PPG pupils achieving in maths at age related expectations from the beginning of the year has diminished from 25% to 11%.
SATS - reading Intervention	To diminish the attainment gap between PPG pupils and non-PPG pupils in reading				KS2 SATs - Pupil Premium pupils achieved an average progress score of 2.0, compared to non Pupil Premium pupils of 0.7. The attainment gap between PPG pupils and non-PPG pupils achieving in reading at age related expectations from the beginning of the year has diminished from 31% to 8%.
Reading intervention - Year 4	To diminish the attainment gap between PPG pupils and non-PPG pupils in reading.				The attainment gap between PPG pupils and non-PPG pupils achieving in reading at age related expectations from the beginning of the year has diminished from 32% to 25%.
Phonics and reading interventions	To support PPG pupils in early reading – developing a range of early reading skills.				The academy has added additional capacity to work with pupils in small groups to maintain its standards of phonics, with 71% of pupils passing their phonics screening, which is broadly in line with National averages.
Fine Motor / Handwriting skills	To support PPG pupils develop fine motor control				KS2 SATs - Pupil Premium pupils achieved an average progress score of 4.5, compared to non Pupil Premium pupils of 2.5. The attainment gap between PPG pupils and non-PPG pupils achieving in writing at age related expectations from the beginning of the year has diminished from 32% to 13%
Elma Reading Project	Elma reading project – Diminishing the attainment gap between PPG and non-PPG pupils				KS2 SATs - Pupil Premium pupils achieved an average progress score of 2.0, compared to non Pupil Premium pupils of 0.7. KS2 SATs - The attainment gap between PPG pupils and non-PPG pupils achieving in reading at age related expectations from the beginning of the year has diminished from 31% to 8%. KS1 SATs - The attainment gap between PPG pupils and non-PPG pupils achieving in reading at age related expectations from the beginning

					of the year has diminished from 50% to 41%.
Maths – Multiplication TTRS	Diminish the attainment gap between PPG and non-PPG pupils.				75% of PPG pupils achieved 22 or above on the end of year 4 Multiplication Test.
Speech and Language	To provide support for pupils, developing their confidence and ability to communicate effectively.				Speech link provision is in place for all pupils where appropriate (particularly specific pupil groups). The SENco and teaching staff work collaboratively to ensure the English curriculum meets the individual needs of pupils, supported by intervention, support groups and pre teaching.
Career aspirations	Provide opportunities for pupils to build their aspirations for future careers.				Career exploration is now part of our wider curriculum offer, supporting to build positive futures for our pupils! Pupils have the opportunity to explore different career options throughout their educational journey and explore the multitude of possible paths that await them for their future.
IT Resources	To provide pupils access to IT resources, supporting learning in school, developing their confidence and access to home learning.				All pupils have access to a digital device, developing skills that are vital for their future, providing access to a range of educational content to support pupils develop. Developing knowledge of technology has also aided families in accessing education at home, benefiting pupils, parents and careers.

Key Priority 3 To improve challenge, enjoyment and well-being for PPG pupils through provision of cross – Academy and extra-curricular opportunities (113,000)

Intervention/ Resource	EOY Target	EOY RAG			Impact
		Nov.	March	July	
Continue to fund enrichment activities including Uniform Free School Meals, Free Milk for all PPG pupils, Free clubs for PPG pupils in school and outside Children in Care and PPG pupils Individual contribution to trips and equipment.	Beanstalk Counselling Play therapy Milk Clubs Visitors (educational) School Uniform				All pupils lead a healthy life-style, including support with wellbeing, physical fitness, milk and school uniform. Being mentally and physically ready for learning and ensuring our pupils achieve their best in their education.
Breakfast Club	Continue to develop the provision for breakfast club, providing additional spaces for PPG pupils, ensuring all pupils have the opportunity to eat breakfast before starting the school day.				Pupils from all backgrounds have been able to engage in enrichment opportunities pre and post school, including breakfast club provision.
Healthy eating / fitness	Fitness circuit to develop personal fitness and self-esteem.				Pupils are in a positive frame of mind to achieve their personal best in their educational journey.
Sensory Circuit	Provision for PPG pupils and CPD.				Pupils' motor skills are stimulated through a series of short, snappy actions to support pupils reach a level of alertness to promote concentration and get them ready for learning.
Easter and Summer School	Provision to develop self-esteem and confidence.				Pupils attending summer school demonstrate increased confidence and social skills, communicating effectively with their peers and supporting adults.
BEAM	Developing pupils' fine motor skills, supporting their writing development.				Pupils further develop their gross motor skills, which in turn impacts their fine motor skill development.
Extra-curricular activities	Continue to develop the provision for after school clubs, including staffing, CPD and resources, ensuring access for PPG pupils.				Support to prevent finances being a limiting factor for wider curriculum engagement. Pupils have access to a wider range of after school clubs and support with their education.
Family Support (accessing external support e.g. early help, young carers, etc)	Ensure pupils have the basic needs to attend school and be in a positive position to learn.				Support and advice is provided to develop healthy minds. Support to prevent finances being a limiting factor to engagement in a well rounded school life with equal provision to peer groups.
Communication – emotional literacy	Develop pupils' confidence, emotional response and ability to communicate with others.				Pupils are developing their ability to recognise the feelings of others and manage their own emotions effectively. Pupils are developing good communication skills and positive relationships.

Playtime	To maintain the positive behaviours on the playground, organising lunchtime clubs, games and equipment.				Pupils learn to develop positive relationships with their peers, communicating effectively, learning to take turns in positive play experiences.
Forest School	Enhance the forest school programme for PPG pupils, developing self-confidence.				Focuses on the holistic development of pupils, supporting the development of resilient, confident, independent and creative learners.
Lego Therapy	Develop pupils' confidence, ability to communicate and work with others and participation levels.				Pupils involved demonstrated an ability to work alongside others, taking turns and following instructions. The intervention also has a positive impact on pupils' fine motor skills, developing the muscles in their hand.
Curriculum enrichment	Curriculum enrichment, providing additional learning opportunities and experiences for pupils.				Pupils have access to a range of additional educational experiences, extending pupils' learning beyond the main course of study.