



**Tree Tops Primary Academy**  
**Pupil Premium Rationale**  
**2023 – 2024**

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 (49.1%) 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 the wider world
- Reluctant Parental Engagement often categorised under low attendance
- Difficulties with housing

#### ***Academy overview:***

School Name	Tree Tops Primary Academy
No pupils on roll in September	307
Total no pupils eligible for Pupil Premium Grant (PPG)	153
Amount of PPG received per pupil	£1455
Total amount of PPG received	£222,615

# Pupil Premium Expenditure Plan 2023 - 2024

## Targeted attendance support

Key Priority 1: To close the attendance gap between PP pupils and Non PP pupils (£25,500)				
Intervention / Resource & EOY Target	RAG			Impact Data
	Nov.	March	July	
<p>Pastoral and Learning Support Manager support tracking the attendance and persistent absence of pupils across the academy, taking necessary action to support parents.</p> <ul style="list-style-type: none"> <li>To improve attendance.</li> <li>Reduce persistent absence.</li> <li>Monitoring and supporting families with fluctuating attendance due to an array of circumstances.</li> <li>To review and update the academy attendance strategy, ensuring all parents and careers are clear of the academy's expectations for attendance.</li> </ul>				The academy's Pastoral and Learning Support Manager and the attendance team maintain the academy's high standards for attendance. The academy holds families to account for attendance and punctuality.
<p>Parental engagement</p> <ul style="list-style-type: none"> <li>Further develop parent and community relationships, including meetings, community projects, adult education meetings, etc.</li> </ul>				The academy continues to see increased parental engagement and has a team of regular volunteers to support school trips and academy events. The development of 'community cafe' has also enabled parents attending to observe and get involved with the positive changes and developments, resulting in parents sharing positive stories about school developments amongst the community.
<p>Easter and Summer School</p> <ul style="list-style-type: none"> <li>Provision to develop self-esteem and confidence.</li> </ul>				Pupils attending summer school demonstrate increased confidence, both socially and academically.
<p>Family Support, including accessing external support e.g. early help, young carers, etc.</p> <ul style="list-style-type: none"> <li>Ensure pupils have the basic needs to attend school and be in a positive position to learn.</li> </ul>				Support and advice is vital to positively influence a child's wellbeing and decrease risk factors that may impact on a child's life negatively.

## Targeted academic support

Key Priority 2: To improve outcomes for PPG pupils (£77,115) (40% cost of school led tutors)				
Intervention / Resource & EOY Target	EOY RAG			Impact Data
	Nov.	March	July	
SATS - Maths Intervention <ul style="list-style-type: none"> <li>To diminish the attainment gap between PPG pupils and non-PPG pupils in maths</li> </ul>				KS2 SATs - 87% of Pupil Premium pupils achieved the expected standard or higher, up from 76.9% the previous year, with progress and greater depth also positive, which is inline with the previous academic year.
SATS - Reading Intervention <ul style="list-style-type: none"> <li>To diminish the attainment gap between PPG pupils and non-PPG pupils in reading</li> </ul>				KS2 SATs - Pupil Premium pupils achieved an average progress score of 107.6, up from 102.7 the previous year. 87% of Pupil Premium pupils achieved the expected standard or higher, up from 69.2% and 34.8% achieved greater depth, up from 19.2%.
Phonics and reading interventions <ul style="list-style-type: none"> <li>To support PPG pupils in early reading – developing a range of early reading skills</li> </ul>				The academy has maintained standards for phonics, adding capacity to enable pupils to work in smaller groups, resulting in 72.7% of pupils passing their phonics screening, which is broadly in line with National averages.
Fine Motor / Handwriting skills <ul style="list-style-type: none"> <li>To support PPG pupils develop fine motor control</li> </ul>				KS2 SATs - 73.9% of Pupil Premium pupils The achieved the expected standard in writing, up from 69.2% the previous year.
Multiplication <ul style="list-style-type: none"> <li>Diminish the attainment gap between PPG and non-PPG pupils</li> </ul>				86% of PPG pupils achieved 22 or above for the end of year 4 Multiplication Test, up from 75% the previous year.
Reading programme <ul style="list-style-type: none"> <li>Ensure pupils have consistent access to resources that promote the love of reading</li> </ul>				KS2 SATs - 87% of Pupil Premium pupils achieved expected or above in their KS2 SATS, with 34.8% of pupils achieving greater depth. Their average progress score is 107.6
Speech and Language <ul style="list-style-type: none"> <li>To provide support for pupils, developing their confidence and ability to communicate effectively</li> </ul>				Speech link provision is in place for all pupils where appropriate (particularly specific pupil groups). Professionals work collaboratively to ensure the curriculum meets the individual needs of pupils, supported by intervention, support groups and pre teaching.
Career aspirations				Career exploration is part of our

<ul style="list-style-type: none"> <li>Provide opportunities for pupils to build their aspirations for future careers</li> </ul>				wider curriculum offer, supporting pupils to develop career aspirations and a positive future. 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 <ul style="list-style-type: none"> <li>To provide pupils access to IT resources, supporting learning in school, developing their confidence and access to home learning</li> </ul>				All pupils have access to digital devices, providing pupils with the tools required to function effectively in a digital world. Developing pupils' knowledge and understanding of technology has also aided families in accessing education at home, benefiting pupils, parents and careers.

## Wider strategies, including behaviour and wellbeing

<b>Key Priority 3: To improve challenge, enjoyment and well-being for PPG pupils through provision of cross – Academy and extra-curricular opportunities (£120,000)</b>				
Intervention / Resource & EOY Target	EOY RAG			Impact
	Nov.	March	July	
Continue to support funding of enrichment activities including trips and equipment. Continue to provide access to uniform, school meals, milk for all PPG pupils, clubs for PPG pupils in and outside of school <ul style="list-style-type: none"> <li>Pupils attend school, lead a healthy lifestyle and have access to a wide range of curricular opportunities</li> </ul>				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 <ul style="list-style-type: none"> <li>Maintain a high quality provision for breakfast club, enabling pupils from all backgrounds to engage in enrichment activities and lead a healthy life in order to access their education</li> </ul>				Pupils from all backgrounds have been able to engage in enrichment opportunities pre and post school, including breakfast club provision.
Healthy eating / fitness <ul style="list-style-type: none"> <li>Fitness circuit to develop personal fitness and self-esteem</li> </ul>				Pupils are in a positive frame of mind to achieve their personal best in their educational journey.
Sensory Circuit <ul style="list-style-type: none"> <li>Provision for PPG pupils and CPD</li> </ul>				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.
BEAM <ul style="list-style-type: none"> <li>Developing pupils' fine motor skills, supporting their writing development</li> </ul>				Pupils further develop their gross motor skills, which in turn impacts their fine motor skill development.
Extra-curricular activities <ul style="list-style-type: none"> <li>Continue to develop the provision for after school clubs, including staffing, CPD and resources, ensuring access for PPG pupils</li> </ul>				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.
Communication – emotional literacy <ul style="list-style-type: none"> <li>Develop pupils' confidence, emotional response and ability to communicate with others</li> </ul>				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 <ul style="list-style-type: none"> <li>To maintain the positive behaviours on the playground, organising lunchtime clubs, games and equipment</li> </ul>				Pupils learn to develop positive relationships with their peers, communicating effectively, learning to take turns in positive play experiences.
Forest School <ul style="list-style-type: none"> <li>Enhance the forest school programme for PPG pupils, developing self-confidence</li> </ul>				Focuses on the holistic development of pupils, supporting the development of resilient, confident, independent and creative learners.
Curriculum enrichment <ul style="list-style-type: none"> <li>Curriculum enrichment, providing additional learning opportunities and experiences for pupils</li> </ul>				Pupils have access to a range of additional educational experiences, extending pupils' learning beyond the main course of study.