



## Tarleton Community Primary School Pupil Premium Strategy 2018 - 2019

### 1. Summary Information

Academic Year	2018/19	Total PP budget	£42,740	Date of most recent PP Review	19/07/18
Total number of pupils	264	Number of pupils eligible for PP	25	Date for next internal review of this strategy	12/02/19

### 2. Barriers to future attainment (for pupils eligible for PP)

In-school barriers	
A.	Key skills in Reading & Writing for children eligible for PP hold back attainment on track.
B.	Key skills in Maths for children eligible for PP hold back attainment on track.
C.	Staff report a high proportion of pupils eligible for PP need to further develop resilience in learning to combat issues such as concentration skills, low confidence or organisational skills.
External Barriers	
D.	A proportion of pupils eligible for PP are in care or have previously been in care therefore associated issues impact on learning.

### 3. Desired Outcomes

### Success Criteria

A.	Key skills in Reading & Writing for children eligible for PP hold back attainment on track.	<ul style="list-style-type: none"> <li>Data reflects a higher proportion of PP Pupils are achieving ARE in Reading &amp; Writing compared to cohort baseline (Summer 2018)</li> <li>Data reflects PP progress is at least Good</li> <li>KS2 progress over time for FSM/Disadvantaged for Writing is closer to national averages</li> <li>Work scrutiny reflects skills are applied across the curriculum in Theme Books</li> </ul>
B.	Key skills in Maths for children eligible for PP hold back attainment on track.	<ul style="list-style-type: none"> <li>Data reflects a higher proportion of PP Pupils are achieving ARE in Maths compared to cohort baseline (Summer 2018)</li> <li>Data reflects PP progress is at least Good</li> <li>KS2 progress over time for FSM/Disadvantaged for Maths is closer to national averages</li> <li>Work scrutiny reflects key skills in Maths being applied in a range of reasoning/problem solving tasks.</li> </ul>
C.	Targeted pupils show an increased resilience in learning. This impacts on pupils making increased progress in Reading, Writing & Maths.	<ul style="list-style-type: none"> <li>Monitoring shows that pupils are developing skills that show increased resilience in learning.</li> <li>Data reflects all targeted pupils have made expected progress and a high proportion of pupils have made better than expected progress in RWM.</li> <li>Improved scores are evidenced on the Wellbeing Radars</li> <li>Pupils working with the Learning Mentor make at least expected progress (removal of barriers to learning)</li> </ul>
D.	Any issues that are barriers to learning have been	<ul style="list-style-type: none"> <li>Pupils working with the Learning Mentor make at least expected progress (removal of barriers to</li> </ul>

	reduced.	<i>learning)</i> <ul style="list-style-type: none"> <li>• Outcomes show targeted pupils are making at least good progress in RWM</li> <li>• A high proportion of parents/carers engage in annual conversation (completion of Post Looked After Plan) for PP+ pupils and targets have impact on emotional wellbeing and outcomes</li> </ul>
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## 4. Planned Expenditure

### i. Improving outcomes

	Desired Outcome	Action/ Approach	What is the evidence & rationale for this choice?	How will you measure the impact?	Staff lead	When will you review implementation?
<b>Achieve</b>	A. Increase attainment in R & W.  B. Increase attainment in Maths	Development of Distance Marking	EEF research shows that highly effective marking and feedback can support up to 8 months additional progress for pupils.	Work Scrutiny. Pupil Attitudinal Questionnaires (PAQ) Observation/Learning Walks Data (outcomes)	M. Smith	Dec 2018 March 2019 July 2019  <b>£250.00</b>
	B. Increase attainment in Maths	Maths Hub	The school believes in collaborative learning for staff – through identifying barriers to teaching and learning, practitioners are solution focused and this will impact on pupils learning and progress. The school want to explore other strategies to improve teaching and learning in Maths.	Staff/Pupil attitudinal surveys Work scrutiny Data analysis Observation Coaching book scrutiny evidences progress in books	M. Smith	Dec 2018 March 2019 July 2019  <b>£5000.00</b>
	A. Increase attainment in R & W.  B. Increase attainment in Maths	Small Group & 1:1 & Teacher Focus Groups	EEF reflects significant gains in progress for pupils working in small groups or accessing 1:1 support. The school feels that this allows for direct learning and can help to identify and fill gaps in learning and supports assessment for learning strategies for example Review & Do sessions.	Support provision mapped during Pupil Progress Meetings Learning Walk focus by subject leaders to monitor and fed back to SLT Data analysis Work Scrutiny Independent learning of TAFG/TFG impactful	R. Bruzzese (English)  M. Smith (Maths)	Dec 2018 March 2019 July 2019  <b>£14,840.00</b>

A. Increase attainment in R & W.  B. Increase attainment in Maths	Study Support (academic subjects)	The school believe that if we provide high quality study support to targeted pupils it will have an impact on their outcomes.	Registers will be collected and monitored to ensure targeted pupils attend. Subject leaders to identify needs in their subject throughout the year by data analysis/scrutiny and ensure appropriate Study Support Clubs are in place. 75% of PP pupils have accessed study support 100% have the opportunity to access study support	J. Higson (Curriculum Lead)	Dec 2018 March 2019 July 2019
					<b>£250.00</b>
A. Increase attainment in R & W.	Everyday Readers in KS2	In school data reflects a need for a higher proportion of PP Pupils reading being in line with age related expectations. By reading at least every day with an adult who questions them they will become better readers.	Monitoring shows targeted pupils are reading regularly Data analysis shows good progress in Reading for PP cohorts	R. Bruzzese	Dec 2018 March 2019 July 2019
					<b>£3000.00</b>
A. Increase attainment in R & W.	Grammar intervention	In house data reflects key skills in Writing need to be developed further to support a higher proportion of pupils at ARE.	Identified pupils make accelerated progress. A higher proportion of pupils are at ARE for Writing than baseline (Summer 2018)	R. Bruzzese	Dec 2018 March 2019 July 2019
					<b>£3000.00</b>
<b>Total budgeted cost</b>					<b>£26,340.00</b>

ii. Removing barriers to learning							
	Desired Outcome	Action/ Approach	What is the evidence & rationale for this choice?	How will you measure the impact?	Staff lead	When will you review implementation?	
Believe	C.Increased resilience in learning  D.Barriers to learning have been reduce.	Learning Mentor	The school recognises that it has increasing need for on-site pastoral support due to the needs of our current pupils and their families.  EEF research shows that by focusing on social and emotional learning, pupils can make additional progress.	Pupil/parent attitudinal questionnaire Learning Mentor to complete logs form timetabled sessions. Update meetings with HT. Wellbeing Support Register supports PP pupils (where needed) and shows impact	T. Wren	Dec 2018 March 2019 July 2019	
							<b>£10,000.00</b>
	C.Increased resilience in learning  D.Barriers to learning have been reduce.	Curriculum Enrichment	Ofsted's guide 'The Pupil Premium' (Jan 2013) identified: The full range of educational experiences in their top ten of 'Gap Busters' identifying the levers for improvement so that all pupils have full access to broad educational experiences.	Monitoring of registers and activities to ensure targeted pupils can access all opportunities. PP pupils can attended all activities available to ensure equality of provision	J. Higson	Dec 2018 March 2019 July 2019	
							<b>£1000.00</b>
	C.Increased resilience in learning  D.Barriers to learning have been reduce.	CPD for staff on attachment	The school recognises that the emotional well-being of pupils is a key area to successful learners. There are a number of CLA/PP+ pupils in the school therefore we want to ensure staff understand specific attachment issues to enhance their offer and pupil outcomes  EEF research shows that by focusing on social and emotional learning, pupils can make additional progress.	PAQ results reflect impact. Staff feedback. Learning walks/observation.	C. Upton	Dec 2018 March 2019 July 2019	
							<b>£450.00</b>
<b>Total budgeted cost</b>						<b>£11,450.00</b>	

iii. Developing confidence and resilience						
	Desired Outcome	Action/ Approach	What is the evidence & rationale for this choice?	How will you measure the impact?	Staff lead	When will you review implementation?
<b>Create</b>	D.Barriers to learning have been reduce.	Musical Instrument lessons	The school believes that learning to play an instrument develops skills and builds confidence as does the performance element of this strategy which will translate into confidence in learning. Ofsted's guide 'The Pupil Premium' (Jan 2013) identified: The full range of educational experiences in their top ten of 'Gap Busters' identifying the levers for improvement so that all pupils have full access to broad educational experiences.	Registers will be collected to ensure targeted pupils attend. PAQ analysis and results. Percentage of KS2 pupils learning a musical instrument has increased	P. Russmann	Dec 2018 March 2019 July 2019
						<b>£1700.00</b>
	C.Increased resilience in learning  D.Barriers to learning have been reduce.	Study Support (creative subjects)	The school believe that if we provide high quality study support to targeted pupils it will have an impact on their outcomes. Ofsted's guide 'The Pupil Premium' (Jan 2013) identified: The full range of educational experiences in their top ten of 'Gap Busters' identifying the levers for improvement so that all pupils have full access to broad educational experiences.	Registers will be collected and monitored to ensure targeted pupils attend. Subject leaders to identify needs in their subject throughout the year by data analysis/scrutiny and ensure appropriate Study Support Clubs are in place. Lunchtime clubs have ensured that 75% of PP pupils have accessed study support 100% have the opportunity to access study support	J. Higson	Dec 2018 March 2019 July 2019
						<b>£250.00</b>
<b>Total budgeted cost</b>						<b>£1950.00</b>

iv. Developing strategic leadership of Pupil Premium						
	Desired Outcome	Action/ Approach	What is the evidence & rationale for this choice?	How will you measure the impact?	Staff lead	When will you review implementation?
Leadership	A. Increase attainment in R & W.	Position of PP Champion	The school is in agreement with David Laws (National PP Champion) that using this approach can benefit eligible pupils through the collection and analysis of data so that the Champion can ensure interventions are put into place rapidly if a pupil's progress slows; data is analysed and reported to all stakeholders; and the main barriers to learning are identified.	Reports at termly SEC produced and shared with Governors. Learning Walks/Scrutiny have taken place and fed back to SLT. PP Champion has worked with HT to implement strategic actions. Data analysis: impact on standards	M. Smith	Dec 2018
	B. Increase attainment in Maths					March 2019
	C. Increased resilience in learning					July 2019
	D. Barriers to learning have been reduced.					£3000.00
<b>Total budgeted cost</b>						<b>£3000.00</b>