



## Tarleton Community Primary School Pupil Premium Strategy 2017 -2018

### 1. Summary Information

Academic Year	2017/18	Total PP budget	£43,820	Date of most recent PP Review	6/10/17
Total number of pupils	277	Number of pupils eligible for PP	31	Date for next internal review of this strategy	16/1/18

### 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 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 English compared to cohort baseline (Summer 2017)</li> <li>Data reflects PP progress is at least Good</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 2017)</li> <li>Data reflects PP progress is at least Good</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>Work scrutiny and observation 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>Growth Mindset PAQ reflect increase in resilience/confidence as well as follow up well-being survey</li> </ul>
D.	Any issues that are barriers to learning have been reduced.	<ul style="list-style-type: none"> <li>PAQ and parent consultations reflect targeted pupils improved attitudes to learning/life.</li> <li>Outcomes show targeted pupils are making at least good progress in RWM.</li> </ul>

## 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?
Achieve	A. Increase attainment in R & W.  B. Increase attainment in Maths	Regular 1:1 Marking & Feedback sessions for identified PP Pupils	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 (Pupil Progress Meetings)	M. Smith	Dec 2017 March 2018 July 2018  <b>£820.00</b>
	B. Increase attainment in Maths	Reflective Inquiry	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.	Staff/Pupil attitudinal surveys Work scrutiny Data analysis Observation	L. Gaskell  M. Smith	March 2018 July 2018  <b>£3500.00</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	L. Gaskell (English)  M. Smith (Maths)	Dec 2017 March 2018 July 2018  <b>£13,300.00</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.	J. Higson (Curriculum Lead)	Dec 2017 March 2018 July 2018  <b>£250.00</b>
	B. Increase attainment in Maths	Key Skills Maths Intervention	Data and staff feedback reflect that reasoning skills are not as strong as arithmetic. EEF reflects significant gains in progress for pupils working in small	Data analysis Planning/book scrutiny Learning walk PAQ	M Smith	Dec 2017 March 2018 July 2018  <b>£3500.00</b>



	C.Increased resilience in learning  D.Barriers to learning have been reduce.	Development of Growth Mindset	The school recognised that in the Summer of 2017, the emotional well-being of pupils was a key area to successful learners therefore we want to provide pupils with the skills to be confident, resilient learners.  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.	J. Smith	Dec 2017 March 2018 July 2018  <b>£1000.00</b>
<b>Total budgeted cost</b>						<b>£12000.00</b>
iii. Developing confidence and resilience						
	<b>Desired Outcome</b>	<b>Action/ Approach</b>	<b>What is the evidence &amp; rationale for this choice?</b>	<b>How will you measure the impact?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<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.	P. Russmann	Dec 2017 March 2018 July 2018  <b>£700.00</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.	J. Higson	Dec 2017 March 2018 July 2018  <b>£250.00</b>
<b>Total budgeted cost</b>						<b>£950.00</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?
<b>Leadership</b>	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.	M. Smith	Dec 2017
	B. Increase attainment in Maths					March 2018
	C. Increased resilience in learning					July 2018
	D. Barriers to learning have been reduce.					
<b>Total budgeted cost</b>						<b>£3000.00</b>
						<b>£3000.00</b>