



Tarleton Community Primary School Pupil Premium Review

1. Review of expenditure 2016 - 2017

i. Improving Outcomes

Desired Outcome	Action/ Approach	Impact	Lessons Learnt	Cost															
A. Attainment gap narrowed in RWM.	Marking & Feedback	<p>End of Key Stage Data:</p> <p>In Key Stage 1, a greater proportion of disadvantaged pupils achieved the expected standard in Writing than national non-disadvantaged and school non-disadvantaged whilst a greater proportion of disadvantaged pupils achieved the higher standard in Reading, Writing & Maths than national non-disadvantaged and school non-disadvantaged. A greater proportion of disadvantaged pupils achieved the expected standard in Reading than school non-disadvantaged pupils.</p> <p>In Key Stage 2, the attainment of disadvantage pupils in Writing was better than school and national non-disadvantaged pupils at the expected standard whilst disadvantaged pupils made better progress over time than school non-disadvantaged in Reading, Writing and Maths and better progress than national non-disadvantaged pupils in Writing.</p> <p>Internal Data:</p> <p>Both groups have made good progress in all subjects. Across the school our data tells us that Pupil Premium Pupils have made on average the same or slightly better progress than Other pupils, however, due to starting points the gap remains.</p> <table border="1" style="margin: 10px auto; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #cccccc;"> <th>Y1-Y6</th> <th>N^{os}</th> <th>R</th> <th>W</th> <th>M</th> </tr> </thead> <tbody> <tr style="background-color: #00aaff; color: white;"> <td>PP</td> <td>27</td> <td>5.7</td> <td>6.6</td> <td>5.6</td> </tr> <tr style="background-color: #00aaff; color: white;"> <td>Non PP</td> <td>228</td> <td>5.6</td> <td>6.4</td> <td>5.6</td> </tr> </tbody> </table> <p>A higher proportion of Pupil Premium Pupils are now working at age related expectations in most classes for Reading, Writing & Maths.</p> <p>100% Pupil Premium Pupils felt their teacher's marking and feedback told them what to do to improve.</p> <p>Learning walks have evidenced Pupil Premium Pupils making good progress in their books and using feedback to improve their work and subsequent learning.</p>	Y1-Y6	N ^{os}	R	W	M	PP	27	5.7	6.6	5.6	Non PP	228	5.6	6.4	5.6	<p>The strategy has supported other strategies to improve outcomes for PP pupils. This strategy has impacted on both groups of pupils with all cohorts making at least expected progress therefore the strategy has been difficult to measure. To gain further impact for Pupil Premium Pupils we want to initiate regular 1:1 marking and feedback sessions.</p>	£50.00
Y1-Y6	N ^{os}	R	W	M															
PP	27	5.7	6.6	5.6															
Non PP	228	5.6	6.4	5.6															

A.Attainment gap narrowed in RWM.	Small Group & 1:1 Teacher Focus Groups	<p>Of the Pupil Premium Pupils who received small group and 1:1 support, on average, PP pupils made better progress than Other Pupils:</p> <table border="1" data-bbox="521 124 1153 288"> <thead> <tr> <th>Y1-Y6</th> <th>Nos</th> <th>R</th> <th>W</th> <th>M</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>19</td> <td>6.0</td> <td>7.0</td> <td>6.0</td> </tr> <tr> <td>Non PP</td> <td>228</td> <td>5.6</td> <td>6.4</td> <td>5.6</td> </tr> </tbody> </table> <p>Of the four targeted PP Pupils in KS1, 67% of Y1 pupils passed the Phonics Screening whilst 100% of Y2 pupils passed the retest.</p> <p>In Key Stage 2, the attainment of disadvantage pupils in Writing was better than school and national non-disadvantaged pupils at the expected standard whilst disadvantaged pupils made better progress over time than school non-disadvantaged in Reading, Writing and Maths and better progress than national non-disadvantaged pupils in Writing.</p> <p>From the previous year, PP pupils had diminished the difference in Writing & Maths in terms of attainment with school and national non-disadvantaged pupils.</p>	Y1-Y6	Nos	R	W	M	PP	19	6.0	7.0	6.0	Non PP	228	5.6	6.4	5.6	The strategy has been successful as it has allowed school leaders and teachers to pinpoint learner's individual needs and ensure at least good progress is made through robust tracking.	£18400.00					
Y1-Y6	Nos	R	W	M																				
PP	19	6.0	7.0	6.0																				
Non PP	228	5.6	6.4	5.6																				
A.Attainment gap narrowed in RWM.	KS2 Reading Scheme	<p>End of Key Stage Data:</p> <p>At the end of KS1, a greater proportion of disadvantaged pupils achieved the higher standard in Reading than national non-disadvantaged and school non-disadvantaged in addition to a greater proportion of disadvantaged pupils achieving the expected standard in Reading than school non-disadvantaged pupils</p> <p>At the end of Key Stage 2, disadvantaged pupils made better progress over time than school non-disadvantaged in Reading in addition disadvantaged pupils in 2017 made better progress than they did the previous year in Reading.</p> <p>Internal Data:</p> <p>All cohorts have made expected or better progress in Reading in KS2:</p> <table border="1" data-bbox="353 879 965 994"> <thead> <tr> <th>Cohort</th> <th>Y3</th> <th>Y4</th> <th>Y5</th> <th>Y6</th> </tr> </thead> <tbody> <tr> <td>Average Points Progress</td> <td>4.0</td> <td>5.8</td> <td>5.6</td> <td>7.3</td> </tr> </tbody> </table> <p>A higher proportion of Pupil Premium Pupils are now working at age related expectations in most classes for Reading in KS2:</p> <table border="1" data-bbox="353 1094 972 1161"> <thead> <tr> <th></th> <th>Y3</th> <th>Y4</th> <th>Y5</th> <th>Y6</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>0%</td> <td>+8%</td> <td>+17%</td> <td>+67%</td> </tr> </tbody> </table> <p>End of Key Stage 2 data shows a 16% increase in PP pupils meeting age related expectations from the previous year.</p>	Cohort	Y3	Y4	Y5	Y6	Average Points Progress	4.0	5.8	5.6	7.3		Y3	Y4	Y5	Y6	Reading	0%	+8%	+17%	+67%	Pupils are responding to high quality books and are reading a wider range of genres including the classics – this now needs to continue to support vocabulary development. We are mindful that PP pupils made accelerated progress in Year 6, however did not make the expected standard but feel this approach over a number of years will support PP pupils to attain the expected standard in Reading at the end of KS2.	£4350.00
Cohort	Y3	Y4	Y5	Y6																				
Average Points Progress	4.0	5.8	5.6	7.3																				
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Reading	0%	+8%	+17%	+67%																				

A.Attainment gap narrowed in RWM.	Reading Comprehension Strategies	<p>End of Key Stage Data:</p> <p>At the end of KS1, a greater proportion of disadvantaged pupils achieved the higher standard in Reading than national non-disadvantaged and school non-disadvantaged in addition to a greater proportion of disadvantaged pupils achieving the expected standard in Reading than school non-disadvantaged pupils</p> <p>At the end of Key Stage 2, disadvantaged pupils made better progress over time than school non-disadvantaged in Reading in addition disadvantaged pupils in 2017 made better progress than they did the previous year in Reading.</p> <p>Internal Data:</p> <p>All cohorts have made expected or better progress in Reading:</p> <table border="1"> <thead> <tr> <th>Y1</th> <th>Y2</th> <th>Y3</th> <th>Y4</th> <th>Y5</th> <th>Y6</th> </tr> </thead> <tbody> <tr> <td>6.7</td> <td>4.5</td> <td>4.0</td> <td>5.8</td> <td>5.6</td> <td>7.3</td> </tr> </tbody> </table> <p>A higher proportion of Pupil Premium Pupils are now working at age related expectations in most classes for Reading:</p> <table border="1"> <thead> <tr> <th>Y1</th> <th>Y2</th> <th>Y3</th> <th>Y4</th> <th>Y5</th> <th>Y6</th> </tr> </thead> <tbody> <tr> <td>+52%</td> <td>+8%</td> <td>0%</td> <td>+8%</td> <td>+17%</td> <td>+67%</td> </tr> </tbody> </table>	Y1	Y2	Y3	Y4	Y5	Y6	6.7	4.5	4.0	5.8	5.6	7.3	Y1	Y2	Y3	Y4	Y5	Y6	+52%	+8%	0%	+8%	+17%	+67%	<p>Data reflects an improving trend and the school will continue to use this and embed this strategy this year. 100% of teachers feel that this is improving pupil's skills and attainment. We are mindful that PP pupils made accelerated progress in Year 6, however did not make the expected standard but feel this approach over a number of years will support PP pupils to attain the expected standard in Reading at the end of KS2.</p>	£2000.00
		Y1	Y2	Y3	Y4	Y5	Y6																					
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ii. Removing Barriers to Learning

Desired Outcome	Action/ Approach	Impact	Lessons Learnt	Cost															
C.Increased resilience in learning D.Barriers to learning have been reduce.	Learning Mentor	<p>96% of PP Pupils feel safe in school. 100% of PP Pupils like coming to school. Learning Mentor has worked with targeted PP Pupils and has enabled them to minimise and reduce barriers to learning. This has supported good progress in all subjects for this group.</p> <table border="1"> <thead> <tr> <th>Y1-Y6</th> <th>N^{os}</th> <th>R</th> <th>W</th> <th>M</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>27</td> <td>5.7</td> <td>6.6</td> <td>5.6</td> </tr> <tr> <td>Non PP</td> <td>228</td> <td>5.6</td> <td>6.4</td> <td>5.6</td> </tr> </tbody> </table> <p>2016-17 attendance for Pupil Premium pupils was above national comparators at 97.3% with punctuality also being strong with 0.43% of sessions being recorded as late for this group</p>	Y1-Y6	N ^{os}	R	W	M	PP	27	5.7	6.6	5.6	Non PP	228	5.6	6.4	5.6	<p>Further development of the role of Learning Mentor currently in process. More measurable outcomes for vulnerable PP Pupils to be established including a firmer evidence base for this.</p> <p>As a school we feel this is a vital role for our PP Pupils as well as other pupils and it has supported improved well-being and progress and is a strategy that we would look to continue.</p>	£10000.00
Y1-Y6	N ^{os}	R	W	M															
PP	27	5.7	6.6	5.6															
Non PP	228	5.6	6.4	5.6															

Curriculum Enrichment	<p>100% of PP Pupils like coming to school. 96% of PP Pupils find the work they do in lessons interesting. Curriculum Enrichment has allowed PP Pupils to develop a love of learning and apply key skills such as writing in a cross curricular manner and has supported good progress for this group.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>YI-Y6</th> <th>N^{os}</th> <th>R</th> <th>W</th> <th>M</th> </tr> </thead> <tbody> <tr> <td style="background-color: #00a0e3; color: white;">PP</td> <td style="background-color: #00a0e3; color: white;">27</td> <td style="background-color: #00a0e3; color: white;">5.7</td> <td style="background-color: #00a0e3; color: white;">6.6</td> <td style="background-color: #00a0e3; color: white;">5.6</td> </tr> <tr> <td style="background-color: #00a0e3; color: white;">Non PP</td> <td style="background-color: #00a0e3; color: white;">228</td> <td style="background-color: #00a0e3; color: white;">5.6</td> <td style="background-color: #00a0e3; color: white;">6.4</td> <td style="background-color: #00a0e3; color: white;">5.6</td> </tr> </tbody> </table> <p>2016-17 attendance for Pupil Premium pupils was above national comparators at 97.3% with punctuality also being strong with 0.43% of sessions being recorded as late for this group</p>	YI-Y6	N ^{os}	R	W	M	PP	27	5.7	6.6	5.6	Non PP	228	5.6	6.4	5.6	<p>It has enabled targeted PP Pupils to attend trips and residential trips removing financial barriers and broadening their experiences. As a school we feel this strategy supports PP Pupils to have the right attributes for learning such as being interested, confident and resilient. It also gives them contexts to refer to. We would continue this strategy.</p>	£1000.00
	YI-Y6	N ^{os}	R	W	M													
PP	27	5.7	6.6	5.6														
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iii. Developing confidence and resilience

Desired Outcome	Action/ Approach	Impact	Lessons Learnt	Cost															
D.Barriers to learning have been reduce.	Musical Instrument lessons	<p>100% of PP Pupils like coming to school. Pupils accessing lessons for a musical instrument demonstrate increased musical skills, confidence and concentration which has impacted on the progress made this year which is good.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>YI-Y6</th> <th>N^{os}</th> <th>R</th> <th>W</th> <th>M</th> </tr> </thead> <tbody> <tr> <td style="background-color: #00a0e3; color: white;">PP</td> <td style="background-color: #00a0e3; color: white;">27</td> <td style="background-color: #00a0e3; color: white;">5.7</td> <td style="background-color: #00a0e3; color: white;">6.6</td> <td style="background-color: #00a0e3; color: white;">5.6</td> </tr> <tr> <td style="background-color: #00a0e3; color: white;">Non PP</td> <td style="background-color: #00a0e3; color: white;">228</td> <td style="background-color: #00a0e3; color: white;">5.6</td> <td style="background-color: #00a0e3; color: white;">6.4</td> <td style="background-color: #00a0e3; color: white;">5.6</td> </tr> </tbody> </table> <p>2016-17 attendance for Pupil Premium pupils was above national comparators at 97.3% with punctuality also being strong with 0.43% of sessions being recorded as late for this group</p>	YI-Y6	N ^{os}	R	W	M	PP	27	5.7	6.6	5.6	Non PP	228	5.6	6.4	5.6	<p>PP Pupils performed at the Mid-Summer concert showing musical skills and increased confidence. Transference of skills, confidence and self-esteem from these sessions have impacted on progress. Removing the financial burden for PP Pupil's parents has allowed them equality of opportunity. We continue this strategy.</p>	£700.00
YI-Y6	N ^{os}	R	W	M															
PP	27	5.7	6.6	5.6															
Non PP	228	5.6	6.4	5.6															
C.Increased resilience in learning D.Barriers to learning have been reduce.	Study Support (creative subjects)	<p>100% of PP Pupils like coming to school. 85% PP Pupils accessed Study Support. Subject data reflects PP Pupils attain well across the curriculum and further Study Support for the creative subjects have increased confidence and skills. 2016-17 attendance for Pupil Premium pupils was above national comparators at 97.3% with punctuality also being strong with 0.43% of sessions being recorded as late for this group</p>	<p>A high proportion of PP Pupils attended clubs. This could target at specific areas of the curriculum for specific PP Pupils to diminish the difference and provide them with extended learning opportunities.</p>	£100.00															

iv. Developing strategic leadership of Pupil Premium

Desired Outcome	Action/ Approach	Impact	Lessons Learnt	Cost
<p>A.Attainment gap narrowed in RWM.</p> <p>B.Improved phonic skills of targeted KS1 pupils</p> <p>C.Increased resilience in learning</p> <p>D.Barriers to learning have been reduce.</p>	<p>Appointment and development of PP Champion and nominated Governor</p>	<p>Full PP Systems in place.</p> <p>Termly report to governors on achievement of PP Pupils in place so that standards are understood.</p> <p>Training for PP Champion and nominated governor has led to a greater understanding of provision for PP Pupils.</p> <p>Qualitative and quantitative data in place and used to inform strategy supporting good progress.</p> <p>Improved staff awareness through subject leadership and Pupil Progress Meetings.</p>	<p>The role of PP Champion is vital to our school as we recognise that the provision for PP Pupils needs to be continually monitored and led. This strategy needs to continue.</p>	<p>£3500.00</p>