



Tarleton Community Primary School Pupil Premium Strategy 2017 -2018 (Review July 2018)

1. Summary Information					
Academic Year	2017/18	Total PP budget	£43,330	Date of most recent PP Review	10/7/18
Total number of pupils	300	Number of pupils eligible for PP	32	Date for next internal review of this strategy	12/2/18
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"> Data reflects a higher proportion of PP Pupils are achieving ARE in English compared to cohort baseline (Summer 2017) Data reflects PP progress is at least Good Work scrutiny reflects skills are applied across the curriculum in Theme Books 			
B.	Key skills in Maths for children eligible for PP hold back attainment on track.	<ul style="list-style-type: none"> Data reflects a higher proportion of PP Pupils are achieving ARE in Maths compared to cohort baseline (Summer 2017) Data reflects PP progress is at least Good Work scrutiny reflects key skills in Maths being applied in a range of reasoning/problem solving tasks 			
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"> Work scrutiny and observation shows that pupils are developing skills that show increased resilience in learning. Data reflects all targeted pupils have made expected progress and a high proportion of pupils have made better than expected progress in RWM. Growth Mindset PAQ reflects increase in resilience/confidence as well as follow up well-being surveys 			
D.	Any issues that are barriers to learning have been reduced.	<ul style="list-style-type: none"> PAQ and parent consultations reflect targeted pupils improved attitudes to learning/life. Outcomes show targeted pupils are making at least good progress in RWM. 			

Comment [h1]: Reading: 83% of cohorts improved remaining 17% stayed the same. Writing: 50% cohorts improved with 50% remaining the same. This is due to starting points.

Comment [h2]: In-school data reflects across core subjects that PP Pupil make at least expected, if not better, in Reading/Writing with the exception of Y2 in Reading (cohort of 4 pupils with one EAL making less progress)

Comment [h3]: Maths: 17% improve, 83% remained the same. This is due to starting points.

Comment [h4]: Expected progress targeted pupils R 84% W 96% M 80% and better R 76% W 96% M 76%. Pupils not making expected EAL or SEN

Comment [h5]: Wellbeing Questionnaire (May 2018) reflects increase in confidence and resilience

Comment [h6]: 88% like coming to school; 91% confident in joining in activities; 94% say they do their homework; 94% say adults help them

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 £820.00
	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 £13,300.00
	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 £250.00
	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 groups or accessing 1:1 support.	Data analysis Planning/book scrutiny Learning walk PAQ	M Smith	Dec 2017 March 2018 July 2018 £3500.00
	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	L. Gaskell	Dec 2017 March 2018 July 2018 £3000.00

A. Increase attainment in R & W.	Reading Comprehension Strategies	EEF research shows that by directly teaching comprehension strategies, pupils can make up to five months additional progress.	Planning/work scrutiny PAQ Learning walks Data analysis	L. Gaskell	Dec 2017 March 2018 July 2018
					£3500.00
Total budgeted cost					£24,370.00

Achieve Impact:

- Reading: 83% of cohorts improved proportion of pupils on track for ARE; remaining 17% stayed the same.
- Writing: 50% cohorts improved proportion of pupils on track for ARE; with 50% remaining the same. This is due to starting points.
- In-school data reflects across core subjects that PP Pupil make at least expected, if not better, in Reading/Writing with the exception of Y2 in Reading (cohort of 4 pupils with one EAL making less progress).
- Maths: 17% improve proportion of pupils on track for ARE; 83% remained the same. This is due to starting points.
- Expected progress targeted pupils R 84% W 96% M 80% and better R 76% W 96% M 76%. Pupils not making expected EAL or SEND and good progress evidenced using NASSEA Framework and SEN PIVATs.
- CLA and PP+ pupils make at least good progress in Reading, Writing & Maths.
- Year 6 2018 identifies that Reading progress is strong for FSM pupil (2) as is attainment.
- Expected and better than expected progress is good taking into account starting points:

	Reading		Writing		Maths	
	Expected Progress	Better	Expected Progress	Better	Expected Progress	Better
Y1	100%	0%	100%	100%	100%	100%
Y2	75%	25%	75%	75%	75%	75%
Y3	100%	100%	100%	100%	100%	75%
Y4	100%	100%	100%	100%	100%	100%
Y5	67%	67%	100%	100%	67%	67%
Y6	80%	80%	100%	100%	50%	50%

Next Steps:

- Continue to increase the proportion of PP pupils at ARE
- Continue to diminish the difference between PP and Other pupils
- National data for Year 6 2018 identifies further work needed to support disadvantaged pupils in the school who also have additional needs

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.	T. Wren	Dec 2017 March 2018 July 2018	
							£12510.00
	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.	J. Higson	Dec 2017 March 2018 July 2018	
							£1000.00
	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	
							£1500.00
Total budgeted cost						£15,010.00	
Believe Impact:							
<ul style="list-style-type: none"> • 48% KS2 PP pupils have attended study support • 100% PP pupils have had access to curriculum enrichment • Wellbeing Questionnaire (May 2018) reflects increase in confidence and resilience • 88% like coming to school; 91% confident in joining in activities; 94% say they do their homework; 94% say adults help them; 100% say 							

their teacher's marking tells them what to do next to improve; 91% think they are good at learning and that the lessons are interesting

- Wellbeing radar average scores have increased evidencing greater confidence and resilience
- See achieve section for impact in terms of data
- Pupils feel they have changed this year: *"I am better at school work and more confident."* *"I feel more confident about myself."* *"I am friendlier and more resilient."*

Next Steps:

- Ensure all PP pupils have access to lunchtime study support (KS1/2)
- Embed Growth Mindset
- Continue to use wellbeing radars to track wellbeing and signpost to Learning Mentor

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?
Create	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
						£700.00
	C.Increased resilience in learning	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	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
	D.Barriers to learning have been reduce.					£250.00

			full access to broad educational experiences.			
Total budgeted cost						£950.00
<p>Create Impact:</p> <ul style="list-style-type: none"> • Progress of PP pupils having music lessons is good (Reading over an additional half term; Writing over an additional term; Maths an additional term and a half progress) • Performance in Summer concert has developed confidence • See achieve section for impact in terms of data <p>Next Step:</p> <ul style="list-style-type: none"> • Targeted study support for all PP pupils with a focus on lunch time clubs to ensure attendance • Ensure all PP pupils have access to lunchtime study support (KS1/2) • Target PP pupils to play musical instruments with a target of 100% of KS2 pupils to play an instrument 						

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.	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.					
Total budgeted cost						£3000.00
<p>Leadership Impact:</p> <ul style="list-style-type: none"> • Governors fully aware of the strategy and impact of Pupil Premium in the school • Parents aware via the school website • Improvements in attitudes towards learning • Improved systems to target strategies <p>Next Steps:</p> <ul style="list-style-type: none"> • Embed practice • Track specific groups further to break down PP and identify trends 						